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ABSTRACT

Proceedings of the nineteenth annual AIR (Association for Institutional Research) forum on issues for the 1980's are provided. The proceedings contain 71 abstracts or descriptions of the contributed papers, seminars, panels, special interest groups, and workshops presented during the four-day event. The following four major addresses are included either in their entirety or in summarized form: the keynote address, "Issues for the Eighties" by Harold L. Hodgkinson, focusing on such topics as planning, demographic projections, marketing, and performance audits; the forum address, "Education in the Eighties" by Stephen J. Wright, in which areas such as inflation, post-1970 disenchantment with higher education, and the policy of the federal government are discussed; the presidential address by Robert A. Wallhaus on institutional research in the eighties; and the luncheon address of Paul Saltman, "Academe 1984," which considers changes in the near future in higher education. Summaries of a demonstration of computer technology and a panel discussion on the role of AIR in the 1980's are provided. A brief description of the Sidney Suslow Outstanding Forum Paper Award and a list of current and past recipients also appears. The minutes of the annual business meeting and a listing of the names and addresses of forum registrants are also included. (Author/PHR)

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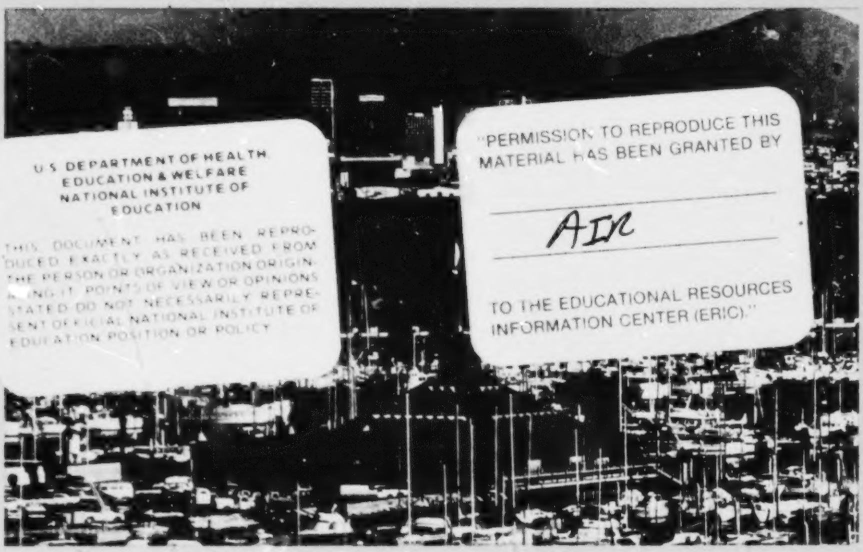
THE ASSOCIATION FOR INSTITUTIONAL RESEARCH
ANNUAL FORUM PROCEEDINGS NO. 2

Issues for the Eighties

edited by
Paul J. Staskey



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Nineteenth Annual Forum
May 13–17, 1979
Town and Country Hotel
San Diego, California

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NINETEENTH ANNUAL FORUM
The Association for Institutional Research
May 13–17, 1979

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Chicago—1961	(First National Institutional Research Forum)
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Detroit—1963	*The Role of Institutional Research in Planning*
Minneapolis—1964	*A Conceptual Framework for Institutional Research*
Stony Brook—1965	*Design and Methodology in Institutional Research*
Boston—1966	*Research on Academic Input*
Athens, Georgia—1967	*The Instructional Process and Institutional Research*
San Francisco—1968	*Institutional Research and Academic Outcomes*
Chicago—1969	*The Challenge and Response of Institutional Research*
New Orleans—1970	*Institutional Research and Communication in Higher Education*
Denver—1971	*Institutional Research and Institutional Policy Formulation*
Miami Beach—1972	*Reformation and Reallocation in Higher Education*
Vancouver—1973	*Tomorrow's Imperatives Today*
Washington, D.C.—1974	*Public Policy: Issues and Analyses*
St. Louis—1975	*Information for Decisions in Postsecondary Education*
Los Angeles—1976	*Conflicting Pressures in Postsecondary Education*
Montreal—1977	*Research and Planning for Higher Education*
Houston—1978	*Balancing Needs and Resources*
San Diego—1979	*Issues for the Eighties*

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Preface

We are pleased to be able to include in this *Proceedings* the ERIC number identifications that have been assigned to the Forum papers presented at the Nineteenth Annual AIR Forum held in San Diego, California, May 13–17, 1979. (Papers will actually be available through the ERIC system in December 1979.)

This publication contains abstracts or descriptions of the contributed papers, seminars, panels, special interest groups, and workshops presented during the four-day event. The major invited address or demonstration of each general session is also included, either in its entirety or in summarized form. A brief description of the Sidney Suslow Outstanding Forum Paper Award and a list of current and past recipients also appears. Finally, the minutes of the annual business meeting and a listing of the names and addresses of Forum registrants are located in the last sections of the document.

Requests for copies of presented papers or other information regarding Forum sessions should be directed to the session chairperson or to the author. As noted above, many papers are being made available through the ERIC Clearinghouse on Higher Education and several of the Forum presentations will be selected to appear in the special Forum issue of *Research in Higher Education*.

The *Proceedings* this year were helped along by the supervision of Mary E. Corcoran, Forum publications editor; her foresight prevented many problems. As always, the assistance of Jean C. Chulak was invaluable, and Robert Starkey, of the local arrangements committee, handled a situation that could have caused quite a delay in publication. This was truly a team effort, and I am deeply appreciative of the assistance I received.

PAUL J. STASKEY
Northern Arizona University
1979

Table of Contents

INVITED GENERAL SESSION PRESENTATIONS

Issues for the Eighties (Keynote Address)
Harold L. Hodgkinson 1

Education in the Eighties (Forum Address)
Stephen J. Wright 15

Institutional Research in the Eighties (Presidential Address)
Robert A. Wallhaus 21

Academe 1984 (Luncheon Address)
Paul Saltman 27

Data in the Eighties (Demonstration)
Frank Richardson 31

AIR in the Eighties (Panel Discussion)
AIR Past Presidents 33

ABSTRACTS AND SUMMARIES OF CONTRIBUTED PAPERS, SEMINARS, PANELS, SPECIAL INTEREST GROUP MEETINGS, AND WORKSHOPS 43

ORDERING INFORMATION FOR THE ERIC COLLECTION OF "AIR FORUM 1979" PAPERS 93

THE SIDNEY SUSLOW OUTSTANDING FORUM PAPER AWARD 97

MINUTES OF THE ANNUAL BUSINESS MEETING 101

LIST OF FORUM REGISTRANTS 123

6

Invited General Session Presentations

ISSUES FOR THE EIGHTIES

Harold L. Hodgkinson
Executive Director, Professional Institute
*American Management Associations**

(Note: The following is an edited transcript of remarks delivered at the Monday morning general session of the Forum. For a limited time (through 1980), the tape recording of the address and photocopies of the many overhead transparencies used will be available. Inquiries should be addressed to the AIR Executive Office, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

I am here largely because I think that institutional research is going to have to compete in the next decade with other kinds of research being done by analytical studies offices in state legislatures; in the governor's office; in at least 5000 bureaucracies in Health, Education and Welfare, alone; not to mention work being done by state planning coordinators. You, therefore, serve as the crucial information bulwark between institutions and larger units of government.

Here, it seems to me, are some of the issues you will have to be concerned about, your "agenda for the eighties:"

- Planning
- Public awareness and credibility
- Demographic projections
- New alliances
- Marketing
- Program review, RIF
- Performance audits
- New institutional research methodologies

Before talking about planning, let me mention where other countries—to which we might relate ourselves—are. If you think that we are a unique culture and that we have unique problems in the United States, let me call to your attention the results of a survey done in 1978 of the member nations of the OECD (Organization for Economic and Cultural Development). The survey included most of those that we consider allies and occasionally one of those that we don't (Bengtsson, 1979).

There is a decline in birthrates as well as a rapidly aging population, which goes along with it. The United States, Canada, Germany, France, and the United Kingdom now have their lowest birthrates ever. In each of these countries, after World War II, there was a "baby boom," but the baby boom in most European countries lasted only three years—ours in the United States lasted fifteen! (And, if you talk to European demographers, they will say of the U.S. baby boom that it is obscene, if not immoral, to go on having babies that long after a war.) At any rate, the U.S. "bulge" is far larger than that of the other OECD member nations.

There is continued high unemployment. Getting back to the sixties, which was the U.S. political strategy (and still is in certain sectors), is not very likely in most of the OECD countries. However, the reconstruction period of World War II is over, and one of the most amazing things about current international economics is that the people who lost World War II are winning the reconstruction. Indeed, if there ever was a tribute to the Marshall Plan, it is the degree to which the yen is out-balancing the dollar. (The U.S. contributed to that, in large part, because of its post-World War II policies which were, at the time, the right policies.) So, the unemployment rate is high in most of the member nations and nobody has seen a way to get back to the sixties, full-employment era.

A third point is probably most important. *There is a great deal of pressure for a higher quality of life and working conditions* as well as demand for greater participation in decision making. A major new conflict in values has developed in many of the OECD countries which has placed the notion of personal development in opposition to the Protestant "work ethic," the notion of denying yourself things today so that you will be better off tomorrow.

There are changes in working lives. Workers enter the work force later; they concentrate the work in the middle years. (Indeed, work in some European countries is in about as short supply as gasoline is in California.) In addition, there are many more women in the work force—although the ratio ranges from 20–60 percent in the OECD member countries.

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*Subsequent to the Forum, Harold Hodgkinson became president of the National Training Laboratories in Arlington, Virginia.

There is a decline in the workweek. There are increases in holidays, vacations, educational leaves, and sabbaticals. These are ways various countries use in trying to deal with the question of not enough jobs for a well-trained and energetic people who want to work. Indeed, the proposals to cope with this problem are remarkably constant as you go from country to country—youth service corps, reduction of work time, job sharing, transferable skills, and so forth.

There is an uneven distribution of leisure. The blue collar worker today probably has more leisure than he knows what to do with, while professionals (and those who give speeches at conferences) don't have enough time to get to know their families.

There is a problem of adaptation to the world economy which is, I think, the problem which is the most difficult for the United States. The next decade, according to most European analysts, promises to be a period of "jobless growth," a period in which the productivity of a nation can be increased even while its unemployment rate goes up—because wealth can be produced automatically. (The Korean automobile assembly line, for example, utilizes no workers; it is run entirely by robots. The Koreans are probably fifteen years ahead of us because they started their automobile manufacturing plant on the assumption that people aren't needed on the assembly line. By 1985 it will be very difficult to compete with their auto industry.)

The world economy also has a debate going between the *service* and *self-service* versions of the economy. The enormous increase in leisure-time activities has created a greater demand for leisure goods. (Those are not goods that *other* people use to serve your needs—they are tennis rackets that *you* use to hit tennis balls; they are little kilns that *you* put in your own basement to fire your pottery; they are the kinds of things that create an active, non-service economy.) The non-service economy—those things that we do for ourselves—is growing in most OECD countries faster than the service economy—those things that others do for us, like fix our refrigerators and television sets. It is quite clear, then, that the amount of creativity and inventiveness that we will need in the next decade is going to be higher than ever before, and most OECD countries are relying on higher education to produce a generation of highly technical, energetic, and creative workers.

We also need to remember that the United States is a 501(c)(3)-driven country. In most western countries, there are two classic groups that do battle at every opportunity: business and government. In the United States, however, there are six million of a different kind of institution, and most of you, if not all of you, work in one. These are called "not-for-profits," or "501(c)(3)s," because of their tax status. They are not "small change"—there are six million of them, their annual outlay is $80 billion (which is more than Aerospace and Steel put together); they own one-ninth of the land in the United States (a fact that has not escaped the California Legislature which discovered it could put back the taxes lost in Proposition 13 by taxing all of the not-for-profit institutions in California at 1% of their assessed evaluation, an amount, curiously enough, that totals $6 billion, just what they lost through Proposition 13); they employ 5 million persons; and their payroll is $36 billion. Employment in the non-profits is increasing faster than in industry; the not-for-profits and the government provide half of all jobs in the United States. (Do you remember the first economics course you took in which it was said that industry determines the job specifications for the country? That's a nice historical statement, but it's no longer true.)

It's very hard to get information on the not-for-profit sector because most of them don't have to file large reports. Most of them have been audited in one way or another, but it is hard to get the information put together. However, *your* current benefits are considerable, and I would ask you, rhetorically, if your legislature decided to end your 501(c)(3) status—and they could because it is based on a state charter—how would you survive? How would you survive if you had to mail your college catalog to prospective students at conventional, first-class rates? Think about how many college catalogs you mail and of how reliant you are on that *very* special privilege that the government has given you of not having to pay the normal rates. When one thinks of non-profits like the *National Geographic Magazine*, which, because of its tax status, has a certain edge over some competitors (and some even argue that the Educational Testing

Service has a certain built-in advantage, given that sort of tax base) one is not surprised that Congress and state legislatures are beginning to look at the question of whether these not-for-profits *should* be given these particularly favorable benefits.

The new not-for-profit organizations are not like the Girl Scouts and the Boy Scouts and the Campfire Girls. These new non-profits are advocacy organizations; they are in political action; they come dangerously close to being lobbies most of the time; they are the ones that are on the minds of the legislature. So the issue is, I think, whether or not your tax status, on which much of your institution's financial well-being depends, will be in jeopardy in the near future. I think this will be an issue in the next decade, and I think that you can provide some data that will be very helpful in supporting the notion that colleges and universities *are* special kinds of institutions and that they serve a unique mission and deserve some kind of special status.

Planning

Let's go now to the point on planning in the agenda. Our "plan" contains a number of elements: (1) mission, (2) goals, (3) needs analysis, both descriptive and analytical, (4) problem statement (the scope of work), (5) resources needed (human and other), (6) action on plans (who does what and when), and (7) evaluation and monitoring design.

One point I would like to make, in particular, is this: in the area of "needs analysis," higher education plans always seem, to me, to emphasize descriptive statistics. They do not contain much of what I would call "analytical material," that is, material that is directly related to the solution of a problem rather than aggregate figures which simply describe a situation. Analytical data moves toward options or toward solutions.

The process of planning. Although we have not changed the content of the plan very much, we have changed the process of planning enormously.

1. Planning cycles. In most businesses today (and business, generally uses the same kind of planning operation that we do), a long-range plan is three, six-month, rolling cycles. If a business can get eighteen months away from today, that is as far as it wants to go. That old notion of a ten-year, long-range plan—that is locked in stone and not to be changed until the ten years are over and then to be opened, like King Tut's tomb, to see what should be done next—is simply not a model that is applicable, given today's economy and today's society.

2. Linkages. Today's plans have linkages to other organizations. Every business plan I see is that way. (American Airlines is very much aware of what the railroads are doing; they are very much aware of what highway transportation situations are likely to be in the next two or three years.)

3. Consistency. Plans have to be consistent with laws, with federal regulations, and with state plans, and those of you at institutional research and planning levels have a major job to do, it seems to me, in trying to make your plans consistent and, at the same time, in trying to maintain some degree of institutional autonomy (which, I think, is in greater jeopardy than at any time during the last fifteen years or so).

4. Program review. You also have to be concerned with program review as part of the planning process. Program review, of course, is when you decide who stays and who goes. It's an "up and out" decision called a "zero sum game." If the psych department wins five, it means that the philosophy department loses five; it's like a poker game; there are no simultaneous winners.

5. Program assessment. Program assessment, in contrast to program review, suggests that everybody who is there has the right to be improved. Program assessment, then, is an operation which is designed to improve the quality of all the units, not to make judgments about the relative worth or contributions of each individual one. (You may like to think of program review as a norm reference problem and program assessment as a criterion reference problem.) My feeling is that you have contributed considerably to program review but that you have not contributed as much to program assessment as you might. No department chair, in the process of program review, is going to reveal to the dean the inadequacies of that department. Program review is the process of trying to dig out what is wrong and it assumes recalcitrance on the part of the operating unit because, genetically, human beings simply don't respond in any other way. So, program review uses a different set of categories and should utilize a different mechanism

than program assessment. Additionally, one must be aware of the politics of information utilization, given those two processes.

6. Participation and review. We are becoming much more careful about *who participates in planning*, about *who participates in the implementing of a plan*, and about *who has the right to review a plan*. My advice to you is this: don't send it to anybody for review unless you really want to know what they think about it—because to send it out for review purposes gets people involved. (I got one about three months ago on which the instructions were, "Give this plan your best shot. Tell us what is wrong with it, where our inadequacies are," and so forth. And so I did. I told them I wouldn't wrap my garbage in it, and I told them why. I never heard from them again. That is not what they wanted. They wanted a nice rubber stamp that said, "This is a very useful plan, and I commend the efforts of all those who participated in its preparation.")

7. Human resource development. Remember to plan for human resource development, including your own. Education plans are significantly different from business plans in that businesses always consider the personal development of the management as a part of the planning process. We have human resource development offices, now, in almost all of the "Fortune 500" companies; they are responsible for the workers' human development, but the management also needs to be developed, and that should be a part of the plan itself.

8. What business you are in. The final question in the planning process is to ask yourself, seriously, what business you are in. That turns out to be a difficult question. A while ago, we asked some of the major management people at a major airline—and a very good one, in my opinion—that question, what business are you in? The answer we received was, "Well, we're in the airplane business. We buy airplanes and run them from Cleveland to Cincinnati (and occasionally back)." Next question: Why do you do that? Answer: Well, people get on the planes and we charge them. That's not the right answer. That's not the business that the airline is in. It is in the business of transporting people, goods, and ideas. If anything will do them in, it's the concept expressed in an ad that appeared last year in *Newsweek* which showed a paper airplane made out of a computer printout flying through the sky. The caption was "Fly Xerox." (Don't put that 200-pound salesman on the airplane if you want to get an idea from point *A* to point *B*. We can do it for you for a tenth of the cost and we can do it in a snap.) Now, that is what the airline company is in business *against*. It is important, I think, that we, as colleges and universities, think about the question of what business *we* are in. I know it is complicated. I know that we say that, in addition to teaching all those mundane facts, we are also there to help people search for the scarlet thread of philosophy on the golden tapestry of truth—and I think that is fine. But if that is your main business, you have to be very careful; if your main business is student growth and development, maybe you ought to say that. The question of what business you are in is not a fatuous one.

9. Planning tools. I do think that higher education, particularly, has a set of planning tools available today that are extremely good (for example, NCHEMS: program classification structure output analysis; ACE: student flow, finance, federal policy; SREB: state planning and coordination; NACUBO: finance manual; NCES: national data; Census: SMSA data. There are many resources available at a general level (and I have left out HEMI and all of the other specific planning processes than you can get ahold of if you want to) and the processes are becoming very sophisticated.

Planning perspectives. There are a number of ways to think about planning.

1. Macro. The first perspective, macro (your place in the universe), is quite simple—if your prestige institution represents 90 percent of the cosmos: just plan where the cosmos is going and write yourself in!

2. Micro. Most of you, however, are stuck with something more like this: "Three departments will have competency-based education by 1983." That's your plan, and you try to put that in place. So, the micro strategy is on a different level, obviously, than the macro.

3. Unified. There is also a unified view of planning: we all plan together. In this model, the institution looks like the pyramid of Cheops, and the objective of planning is to take the whole thing, put in on rubber tires, and move it fifty yards east. And you don't want anything to fall off, because the institution is all glued together.

4. Segmented. There is also a segmented model which suggests that there are "different strokes for different folks"—that admissions is a different planning operation than, say, student services because you have some fairly good criteria for measuring the success of the program (that is, you bring in the students or you don't). Student services is a little more convoluted, maybe even baroque at times. A third—and the most difficult area in planning, as far as I am concerned—is curriculum. (I don't know anybody who has the slightest idea of how to do curriculum planning.) It is the most convoluted—I would even call it rococo—planning problem we have. So, the segmented approach suggests that we need different planning processes for different functions, and that, I think, is an idea that is beginning to catch hold.

5. Matrix modeled. We also know that matrix models are very helpful in thinking, for example, about the English Department at present, both in terms of producing majors and of producing support courses which other departments' majors take. We can also use the matrix model in thinking about the English Department in the future, using it not as a device for today's allocations but as a planning device for tomorrow.

6. Force field. Force-field planning is for use with a strategic plan. There are people who support you and there are those who don't. Your job, in a strategic plan, is to increase the vectors of those who support you and to limit, if not neutralize, those who don't. If you do strategic planning without thinking about a force-field model, your strategic plan has little chance of going into effect.

7. Risks vs. gains. Finally, we need to be aware of the fact that plans have *risks versus gains*. The typical academic plan for the next ten years is going to be this kind of plan: small risks for small gains. (If we can only remain the way we are now for ten years, we'll be a big success. Pull in the head, get the shell covered over us as much as we can, and just hold on, 'cause maybe, if we are lucky, the birthrate will start going up again and we can say, "Now, eighteen years from today we are really going to have to expand this operation.") Many people are doing this right now. The trouble with this kind of planning, for example, is that many institutions (e.g. community colleges) have been experiencing growth without planning for it or investing for it. There will be no more automatic 6 or 7 percent increases for most of them. In the future, these institutions will have to invest in growth, if growth is what they want—that means human talent, financial resources, and logistical resources. This kind of planning may be very useful in industry where a single-purpose manufacturing company is becoming a conglomerate, but I don't think that it is a viable design for most educational institutions today. So, most of us will be in minimal-risk or mixed-risk planning. It is important, if you do want to grow, that you, particularly, understand the investment strategies needed to create growth.

Some other planning factors.

1. Comprehensiveness. Partly as a result of this new planning operation, we have begun to get some very good views of comprehensiveness and whether it's a good thing and what we have to pay to get it. In the old days, we wanted a comprehensive campus in which we simply integrated departments. Then we decided that we needed a comprehensive state system. In New York, for example, Albany was going to be responsible for teacher education and professions; Stony Brook, natural sciences; Binghamton, humanities; and Buffalo, social sciences. It is just remarkable to think that ten years ago we thought that would work! Of course, it won't. We can't tell the president of Stony Brook that all he is supposed to do is develop natural science majors; he wants to be comprehensive at *his* place. This conflict presents an essential problem for the planning process.

Then, for the science fiction types, there is the notion that we can integrate state systems into some kind of regional operation like WICHE, SREB, or New England. There are even a very few who think that we could integrate regions and have a national, if not federal, system. If we are talking "comprehensive," we need a new definition of comprehensiveness, and it seems to me, that it is something that you could work on.

2. Trend analysis. Planning today is very different than it was in 1973 when, basically, there were more constants than variables. A leader in industry or in higher education could pick a trend and ride it; there were presidents who had a vision of the future and who made it

work—that was quite easy. Since 1973, it's been different. We have had to find inflection points that could move a little bit into a trend instead of riding a trend the way a surfer rides a wave.

As an example of how difficult that is, take the Gross National Product (GNP). You are statistical analysts enough to know that the worst way to predict next quarter's GNP is trend analysis (add up all the trends, divide by the number, and run that number straight out). That was a terrific system, but it doesn't work anymore. The reason it doesn't work is that the GNP is under so many complex variables today that it is virtually impossible to do a trend analysis which assumes that the variables will even out in the future, because they do *not* even out in the future. Indeed, the future may not even be a linear extension of the present. (As Herman Kahn said last week, "It appears to me that events do not grow up and get married and give birth to little events.")

3. Inflation. Inflation will not go away. We will not be able to solve our problems without looking at the world. And when we look at the world inflation rate, what we see is incredible! (Latin America in 1976 had a 74 percent inflation rate.) The problems are universal, and it seems to me important that we realize that inflation is not only killing us but is doing a great deal of damage to other people, too. The four strategic errors we make (and most businesses make, too) are to underestimate inflation, to underestimate new costs, to underestimate the rate of change, and, because we're human, to underestimate opportunities.

4. New opportunites. If we're looking at the downside, somebody else is going to find a new thing to do that we haven't foreseen, and because there are so few people looking today, it is quite remarkable how many opportunities there are. (I know a fellow who invented a way of powering a car based on cow manure. The technology was not terribly interesting, but I was concerned with how he thought about it. He said, "Well, being a farmer, I wondered what it is that farmers have lots of that they want to get rid of fast. It occurred to me that waste is simply a natural resource for which we have not yet found a use.") Now, if you go through life looking at groups that other people have rejected—like lower social class high school graduates, of whatever race; like women over 55 who want to enter the work force—and you say, "This is not a garbage factor; I don't want to throw these people away or get them out of sight as quickly as possible; I want to meet their educational needs," you will find that there is an enormous amount of work to do that is extremely useful and will help meet their needs for a better life.

5. Flexibility in management decisions. Management decisions have to be made in as flexible a way as possible. If you put up a building that can only be used for one purpose, if you hire a faculty member who can teach only one thing, if you hire a clerk that will sort only green cards into piles but will not work on blue cards, you are making a big mistake. The decisions must be made, but multiple paths need to be left open for implementing them. And that is where you come in.

6. "Soft" planning factors. The following are some "soft" planning factors about which we need to think (Ginsberg, 1978):

a. The changing roles of women, decreases in birthrates, differential fertility, different sorts of "families," rapid geographical movement.

b. Changing values—materialism to self-actualization, dependency to autonomy.

I view the "materialism to self-actualization" change as being one largely of default. (My father told me, "S[illegible] save your money, put it in the bank, and you'll get rich." So I did. But, I'm not. For him, however, that was the notion. I have now discovered that I will never become rich, and therefore, I have given up materialism—except on weekends. What matters to me is self-actualization. And why does it matter? Because I can't get rich.) There seems to be no way in which we can really make materialism function the way John Calvin and Max Weber said it should: if we deny ourselves things today, we should get greater rewards tomorrow.

c. The great increase in the importance of ethics and social responsibility in the reputation of corporations. This does not mean that they *do* the right thing all the time; it means that if they *don't* do the right thing, they feel guilty about it—which is a major change.

d. The increase in independence training of individuals; the decrease in authority-obedience relationships; the change from the concept of "personnel" to that of "human resources."

e. The fact that the next population dominant group will be war born (1940–50) not depression born (1920–30).

f. The increased awareness of the social facts of life.
   1) There are *many* effective management styles.
   2) Problem solutions contain more problems.
   3) Some problems solve themselves.
   4) Inflation wipes out "saving to get ahead."
   5) Good parents can produce bad children.
   6) Murphy's law often operates (if anything can go wrong, it will) and also sometimes, Sweeney's (Murphy was an optimist).

Americans have discovered some complexities about life. For example, let's take the concept of efficiency. In order to be economically efficient in higher education, we have to find out who ought to go to college and make sure they are ready for the right job. Technological efficiency says, "Let's do that with the smallest amount of investment possible"—that means good allocation of resources. Fiscal efficiency means that we do our job, minimizing taxes so that the average citizen doesn't have to pay too much for the service. And then there is social efficiency which suggests that we reduce inequities based on things like family, class, race, and sex. The problem with those four kinds of efficiencies is that you can't do them all simultaneously. That's hard for Americans to understand, easy for Europeans.

Consider, for example, the achievements which have been made in increasing the life expectancy of Americans, and achievements they are. What are the consequences of these achievements? One is that cancer rates are going up. Why? Mostly because, since cancer is a disease of those aged 50–75, people live long enough to get it. When we solve a problem, we also put in place some other dimensions that can change the Universe. That is making life more difficult, but more interesting.

Even in the realm of teaching *values*—if you are going to do it, you must be careful, because you are likely to create some things you don't intend. If you will refer to the following chart, you will see five values with which I think you are familiar. You will not have difficulty in identifying specific institutions that exemplify those values. You will see also, however, potential for the development of some less desirable traits. Perhaps the great lesson for maturing America to learn in the next few years is that the world is ambigous, and consequences are not always predictable.

Social and Political Ideologies May Emphasize:

(1) "Transcendence"	(2) "Impulse"	(3) "Reason"	(4) "Conscience"	(5) "God's Will"
(Leading to, at best, a reasonable emphasis on)				
Spirituality	Freedom	Rationality	Loyalty	Revealed Truth
Perspective	Spontaneity	Moderation	Dedication	Dignity
Pan-Humanism	Creativity	Thoughtfulness	Tradition	Salvation
Idealism	Perceptiveness	Meliorism	Organization	Righteousness
Altruism	Participation	Flexibility	Order	Eschatology
Mysticism	Sensory Awareness	Calculation	Obedience	Worship
Detachment	Self-Actualization	Planning	Self-Sacrifice	Awe
Reverence	Joy and Love	Prudence	Justice	Submission
(But with a corresponding potential for a pathological degree of)				
Dropping Out	Permissiveness	Abstraction	Authoritarianism	Bigotry
Passivity	Impulsiveness	Theory	Rigidity	Fanaticism
Mysticism	Anarchy	Rationalism	Righteousness	Righteousness
Cultism	Lawlessness	Indecision	Despotism	Dogmatism
Unworldliness	Chaos	Dehumanization	Sadomasochism	Hypocrisy
Superstition	Nihilism	Scientism	Punitiveness	Supervision
Withdrawal	Violence	Dogmatism	Fanaticism	Passivity

There is also a political cynicism (exemplified by such things as the candidacy of a German Shepherd for state treasurer in an election last year, and by Watergate) that may run far deeper than we might first have suspected. Back in 1967, we began to lose faith in most of the major institutions. My feeling is that part of this was due to inflation rates which began to go up about that time; if people cannot meet their economic goals through a system, they begin to lose faith in every aspect of the system.

In the public opinion confidence polls, however, *we* do pretty well. Results of a recent poll of California adults showed that research scientists had more credibility than any other group. Universities and colleges had support from 25 percent of the people, public schools had 23 percent. Who is always saying that the public has lost its faith in higher education? The state legislatures. And where are they? A national poll indicates that they just barely outrank new and used car salesmen.

Proposition 13 appears to be changing people's views of the world, but let me mention to you some things that have happened. Seven out of eight voters on a national poll (done by the Washington Post in October of 1978) were more concerned about the *way* taxes are spent than about the total *amount* spent. On the question of how local services should be cut, 44 percent said "no cuts." Of two mythical candidates, "A" who simply wants to cut government spending and taxes, period, or "B" who wants to keep taxes the same but increase efficiency of government services, "A" get 31 percent of the vote and "B" gets 64 percent. Indeed, some data suggests that a number of people would be willing to pay *more* money than they pay now for some services. Police, fire, and public schools lead the list with health and medical services close behind, and community colleges rank rather high. But there is a mixed message from the people. There is a willingness to pay for *particular* services, but not all. The area that loses the most is welfare, with 61 percent of those polled wishing cuts in welfare programs. That, again, has something to do with image.

Public Awareness and Credibility

Your second agenda item, which we can cover more briefly, has to do with public awareness and credibility. I think one of the big problems with institutions today is the fact not that the public has lost *faith* in them but that it doesn't *know* enough about them. Most of the studies indicate that the more direct contact people have with agencies, the better they feel about them. (Who likes the public schools? People who visit the public schools once a month. Find somebody who hasn't been in one in twenty years and he will say, with great authority, how bad they are.) So, part of the mission is to familiarize people with what you do, and how better to do that than with data?

On balance, it seems to me that the credibility of the system of higher education, as a whole, is pretty high. Part of your job in institutional research is to indicate to people that colleges have become very diverse, by race and sex; they're doing their best—and doing it successfully—to meet the challenge of a diverse population. This is astonishing: there is no other institution in American life that has become so open to diverse clienteles as have American colleges and universities since 1965. Somebody should make that point. The data is clear. It is irrefutable. It works.

The system has been very open to different kinds of Americans—for example, to senior citizens, one and a half million of whom are in colleges. Six hundred colleges offer special courses for them, and 28 states offer them free or reduced tuition. (A particular case which points out the contrast between the old and the new concerns a friend of mine who got his BA from a major American university in 1977—forty-four years after he was thrown out of another such prestigious institution for committing the sin of sins: getting married before graduation! Three credits short, he was. During that forty-four years, he went back to that school fifteen times with statements from colleges indicating that he had completed fifty additional credits, and he said, "Please, will these fifty credits, with 'B' or better average, replace the three I did not get from you?" And the answer was, "No, sir, you made your choice, and now you must live with it.") So that all suggests a change. The largest data base on older Americans in higher education of which I am aware comes from the American Association of Retired Persons Institute for Lifetime Learning. It suggests that you can make a good case to your board, to your president, and to your community that the system is diverse and that it works.

A lot is being discovered in your own field about what relates to learning. Granted that most of these studies are correlational, they still suggest a maturing field of educational research. Remember that when people in the agricultural system tell you how good they are and what they did in '67 and '69, they are talking about *1867!* They had 100 years on us, because the agricultural system was federally funded for research in 1869. We have had only about fifteen or twenty years, and given that, I think it is remarkable to see how much we have discovered about how people learn. We know, for example, what kinds of programs produce reading in kids; it is clear that parent participation, local school involvement, and leadership from the principal are the three main paradigms. That has an applicability to your colleges and universities, it seems to me: the more people who participate on your campus, the more you bring people in, have them sit in on a class, stay for lunch, look around, get to know the students and faculty, the better off you will be.

There are all kinds of things that suggest a good institutional research program that your president and your board could utilize to increase public awareness and the credibility of your institution. The data's there. You just have to find it.

Demographic Projections

Decline of college-age population. It is quite clear that we have here the major demographic factor that is turning us all around: we are running out of eighteen-year-olds. (Nobody, or not more than a few people, would be interested, I think, in adult education if it were not for that fact.) However, a study of birth rates in recent years shows that while there has been a steady decline in the birthrates of caucasians there has been virtually no cutback in minority births. Therefore, a higher percentage of the youth cohort coming to your colleges and universities will be from minority group backgrounds. This, again, suggests an opportunity. If you are *looking* for opportunities, they will be there.

Knowing this about the population, one can make two or three fairly safe predictions. First, unemployment in the United States has a good chance of going down. Who is unemployed? Largely young people. Second, violent crime will probably begin to decline by 1983 or 1984. Why is that? Who commits violent crimes? Young people who can't find work. Three, a volunteer army is going to be almost impossible to staff by 1984.

This, then, is the problem in American life. The group which was the college radical, "greening of America" group is now moving into middle age, and America is becoming concerned with families, housing, recreation for families, learning situations, and so forth. We've gone from the greening of America to the "graying" of America. That is the way it moves, and all the social services that are currently providing help for youth will have to be converted to provide services for the middle-aged, and then the services for the middle-aged will have to be converted to those that serve the needs of the elderly. That dominant group cannot go away. You can kill them, but you can't replace them. In other words, those maxima can only be reduced. Unless we can change the human gestation period, we can't change the data.

Unequal vulnerability to decline. We know not only that the population declines are depressing but that they are not distributed evenly. Although we know that (a) our largest high school graduating class was the one in 1978 and (b) there will be a decline in the number of those who might want to come to college, we also know that states differ enormously in how vulnerable they are to that trend. The "frostbelt" states are going to suffer the most. Those nine states enroll something like 28 percent of the college students in America. In contrast, the "sunbelt" states are planning for gains. And in Illinois, it is predicted that the number of 18-year-olds in the southern half of the state will go down 20–25 percent while their number will be up 25 percent on the "goldcoast" around Chicago. (How do you plan for higher education in a state which is, demographically, going off in two directions at once?)

Differential fertility. To understand the meaning of differential fertility, you have to be aware that the number of white 18-year-olds is declining, the number of black 18-year-olds is holding relatively steady, and the fraction of the total number of 18-year-olds who are black is going up 12–18 percent. That is important, especially if you are in a state which has a high loading on this kind of population. In Texas, for example, there is not only a high level of black population but also a large number of Hispanics. The opportunities in Texas for significant new programs for

16

minority education are incredible. If such states wish to develop such programs, institutional research could be very helpful.

Let's look at it another way. If we study a state like Michigan, we find that the statewide projections are that there will be no year when there will be more high school graduates than there were the year before. However, a study of the Detroit area (Goodall, 1977) predicts that high school registration in upper middle-class, white suburbs will be off 20–39 percent by 1980, that in the lower middle-class, mostly white suburbs, it will be off 16–17 percent, but that in central-city Detroit there will be 3 percent *more* high school students tomorrow than there were in 1976–77. We will need more teachers and more schools, but we'll need teachers who know how to teach in central-city Detroit. So, differential fertility is not some statistical dream; it is real; it is with us all the time.

Women in the work force. There are two, final demographic trends. Fifty-three percent of women with school-age children are now in the work force. That is a revolution. Here is an opportunity for all kinds of institutions that want to serve the needs of the new clientele. When women enter the world of work, two things happen to them: the first is that they change their self-image and the second is that they want more education.

Multiple-earner families. The final trend has to do with multiple-earner families. In a typical modern city, the dominant taxpayer group may be couples 45–54 years of age, whose children have left home, who are making a lot of money, and who want many social services for their tax dollars. They don't want schools—they want the symphony across the street; they want a public golf course two blocks away, with free transportation to and from. Their needs are insistent, and they are making enough money to make those needs known. By 1987, multiple-earner families will be the dominant market, providing about 65 percent of total demand.

New Alliances

Let us look, just briefly, at some of the new alliances you might have the opportunity to make in the future. There are probably upwards of 50 million American adults who are, right now, studying somewhere, in a fairly disciplined program, for college credit, job promotion, or some kind of certification. Of that number, perhaps 12 million are in colleges, but the rest are not. Where are they? Studying in programs sponsored by (a) the Department of Defense, (b) industry, (c) professional associations, (d) adult education associations, and (e) proprietaries, among others. These are the postsecondary "players" with whom you might consider allying yourself.

Department of Defense. The Department of Defense would like to have one out of three high school graduates go directly into military service. It would be sporting of them to want the bottom third of the high school class, but no luck—they want the same bright kid you want, and they put a lot of money into advertising.

Industry. Industry is the ultimate credential, and I want to spend just a minute on it. It has been reported that industry has spent $2 billion on in-company education. That does not mean money to have *their* workers go to *your* colleges—it means programs taught in the industry by people that the industry has hired. The business terms for this is "make or buy"—you either make it or you buy it. Four hundred industries have decided to make it instead of buying it from you. They have, on site, a building called "college," "university," "institute," or "center," and they are teaching enormous numbers of people, right in house. There is a good reason for that: they can control it better, and they think they have a better handle on the outcome if they do it themselves. I believe that $15–20 billion would be an easily documented amount that business is spending on its own system of education. Look at AT&T, for example (Luxenberg, 1979). They employ 1,000,000 workers and their education budget is $700 million. (For comparative purposes, MIT's is about $220 million.) AT&T employs about 2,000 Ph.Ds, mostly in the Bell Labs. (I always thought, "Well, sure, those are the inferior Ph.Ds who couldn't get work at Yale, Princeton, or Harvard." The trouble with my theory is demonstrated by the fact that the Nobel prize for physics last year went to two Bell Lab scientists who were working not to develop a new switching device for your telephone but to find the origins of the universe, studying heat signals that come from our galxy—and AT&T was paying them to do that.) Indeed, many people decry the lack of basic research in this country. I find a great deal of basic research going on, but most of it is not in universities anymore. Industry's efforts at providing an educational system are not to be sneezed at.

Professional associations. Then, there are the professional associations which operate their own continuing education programs. In the field of engineering, for example, 86 percent of the professional and technical societies operate such programs, offering 1100 courses to 30,000 attendees last year.

Proprietaries. There are 9000 proprietaries in existence, and nobody's worried that they'll go out of business. Indeed, I know the president of a proprietary institution who gave an $8,000 salary increase to one faculty member for being the best teacher on the campus last year. Because these schools are proprietary, they can share profits, and that is extactly what that president was doing. He was saying, "The company did well this year; now you are going to do well." That is a powerful motivator, so the teachers work hard. In addition, they are not concerned with research. They know what they are doing: they are teaching. Research and publication is not for them. As the president of one industry school said, 'If our faculty published, *we* would perish."

Adult education. There is a big growth market in continuing education which, of course, everybody wants to get into. More and more states are passing laws that require a return to college. Since these laws never specify what is to be taught, (except in two areas of engineering that I know about) and they do not specify the site, every institution assumes that it will get its share of this new market. There are about eight million people, now, who have to go back to college because of these mandatory, continuing ed laws. But what should we teach them? A crucial problem for institutional research is to find out where you start the educational process with a dentist who has been in the field pulling teeth for twenty years. Do you start him (or her) at "zero"? (I hope not, because he's been pulling your teeth and mine for that period.) Where, in the incoming process, do you place a real estate salesman who has been out in the field for fifteen years? It is a fascinating issue, and it just cries out for some kind of institutional research base to support decisions.

There are several possible forms of alliance: (1) consortium (Title III, Council of Institutional Leadership), (2) merger, (3) informal (annual meetings), (4) networks (NEXUS, University for Man, POD), (5) bilateral (St. John's and St. Benedict—Minnesota).

Let us say you decide you want to cooperate, to form an alliance, with these people—how do you do it? Well, this is the game you play. It's called, "We have—you need," and most people don't know how to play it very well yet. The best way to play it, in my opinion, is to ask yourself two questions: (1) "what do *they* want (not what do *we* want)?" and (2) "can we help them get what they want?" Some examples follow:

The Exchange Game

We have	Buildings	You need
	Faculty	
	Courses	
	Libraries	
You have	Accreditation	We need
	Credits and CEUs	
	Testing Centers	
	Remediation	
	Management Skills	
	Students	
	Counseling Skills	
	Money	
	Skilled employees	
	Morale-retention	
	Job analysis	
	Skills training	

There are a lot of problems with this sort of thing. How many members in the alliance is enough? How do we handle the funny diversity, and how much of it can we tolerate? How do we govern it? How do we improve its performance? What should it deliver, and at what level of quality? When should it be shut down? You may ask questions such as how you go about being diverse at the same time you have to meet those state formulas, or you may ask how you can deliver education in the conventional system. (One community, in order to get an early childhood program in place had to make forty-three different stops at state, federal, and local agencies. By the time they had finished, they had used 30 percent of the money, just in establishing the grant! Indeed, the delivery of higher education seems to be organized around the transverse model.)

Marketing

Let us look at marketing for a minute. A lot of people are doing marketing now. All of the exercises involve institutional research: you have to establish a service area and clienteles; you have to do a rigorous population analysis; you have to do a factual assessment of the quality of services that you offer and then go to positioning. In the positioning exercise, you have to figure out what the competition is all about, what their strengths are and, given the range of competition, what the niche is that you would like to occupy. That is a nice analytical problem that requires the best an institutional research person can give. The marketing approach, it seems to me, is highly dependent on the data that you can produce.

One of the "marketing" things that people are concerned with is retention. A number of ideas for increasing retention have been put forth:

1. Faculty call students by name (*every* student!).
2. Find out what each student intends (some don't want a degree).
3. Keep them enrolled as long as possible (a course every 3 years is a *plan*).
4. Reduce the number of times the student has to decide whether or not to return to school.
5. Provide non-instructional services and charge for them (learning contracts).
6. Offer cash rewards for faculty excellence in student advising.
7. Clarify faculty and student expectation for a course or a program.
8. Videotape all faculty; provide a professional development program.
9. Have students contribute services.
10. Assume that different students have differing attrition rates.
11. Question whether drop-outs or drag-outs are more hazardous to your health.

One of the more interesting questions about retention is whether "drop-outs" or "drag-outs" are more hazardous to your health. Many of you have students on your campus who do not want to be there. They can't find a job, they feel useless, they don't enjoy college particularly, but there is nothing else for them to do but be there and complain. (Indeed, I have a friend who teaches English. In a freshman course on Shakespeare, he went over Hamlet three or four times, but the students simply did not get it, so finally, in desperation, he said, "Look, let us say this happened to you. You go to the university, and you get your degree; you come home and what's happened—your girlfriend's crazy, your mother is sleeping with your uncle, and your father's dead. What would you do?" One kid raised his hand and said, "Go back for a masters?")

Program Review and Reduction-in-Force (RIF)

The problem of program review and reduction-in-force is one that is going to be of increased concern to you because the mechanism for program review will be based very much, I think, on data that you provide. It should be pointed out that reductions-in-force do not, generally, save dollars. The dollars in a large institution simply shift to another unit; there is seldom a savings in personnel. Political considerations abound during such a period. This is not automatically a clean-cut appendectomy; there are lots of alternatives for you to think about before you recommend.

Performance Audits

Next, a word about performance audits. They are so new that we haven't really gotten into them too much. There was a time when it was enough to say that faculty development activities were just wonderful "because we are doing them." I don't think that's enough any more. We have to be able to produce some kind of evidence that they work, to show that they make a difference, and that people are behaving differently as a result of them. Particularly, for you institutional researchers, there is (1) the curriculum of the catalog, (2) the curriculum of the department, (3) the curriculum of the student, and (4) the curriculum of the employer. At the moment, the employer's curriculum is so small that we hardly need to worry about it. But one of the exciting things for you to get the faculty to think about is the difference between curricula one and three. It is fascinating to study the correlation between what is taught and what is learned. That is a nice institutional research question.

New Institutional Research Methodologies

Finally, here are some things that you might want to start thinking about:

1. synthesis and aggregation (rewards; common data formats)
2. "definitive negative" studies
3. market studies for research (who needs to know what?)
4. data rip-offs (existing data, new projects)
5. action research (research *on* action; roles, training)
6. training "translators"
7. "inside the black box" studies
8. value investigations

Synthesis is important. Enough is known now so that you ought to be able to put much of this together for those who make decisions. You need some "definitive negative" studies. You may not be sure about the correlations, but if you are sure that something doesn't work, tell people that!

We need to have market studies for research (who cares about those things?) Data rip-offs are very useful. If you can find somebody else with a data base, use it. There are lots of ways in which you can be more creative about lowering the cost of the data that you produce.

And, finally, here is a set of tasks that (because they are everybody's responsibility) are nobody's responsibility but, I think, are the most important things that we can do in education:

1. Coordinate the interfaces (local-state-federal; elementary-secondary-higher ed; college-industry-military-etc.)
2. Increase credibility with public and legislators, based on evidence!
3. Acquire new support sources from new alliances (dollars, talent, programs).
4. Clarify the outcomes, in terms people can understand.

That's your agenda! I think it is exciting, and I wish I were in institutional research. The needs that people have for your data, the degree to which they are going to rely on you, more and more, is crucial. The question I leave for you is whether this data is going to be analyzed with you at the center, or whether somebody else is going to be at the center. Knowing who some of the "somebody elses" are, my personal hope is that it is you.

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EDUCATION IN THE EIGHTIES

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A plenary session of the Association for Institutional Research doubtless includes the largest number of omniscient individuals of any assembly of comparable size in America, with respect to facts concerning higher education. I am, therefore, profoundly grateful for having been asked to speak on Education in the Eighties, for I shall be dealing more with prophesy than with hard facts. And I can, accordingly, take some liberties that I wouldn't, on a current subject, even consider.

From the day on which I accepted the invitation to participate on this program, I have been gazing into my crystal ball in the effort to bring you a clear-eyed, 20/20 vision of education in the eighties. But I do not need to tell you, of all people, that education in the decade of the eighties is particularly difficult to predict because the normal indicators are in flux and, contrary to one of the popular euphemisms, they are in an unsteady state. Put another way, my crystal ball is cloudy. Nevertheless, I have tried diligently to bring you good news but, alas, this could not be. For what I see is cause for very deep concern at best and great pessimism at worst.

As this pessimistic reading of my crystal ball began to become unmistakable, I again said to myself, this cannot be, for this is the United States of America—the richest and, we like to believe, the most enlightened nation in the world. I, thereupon, consulted some of the major "scientific" prophets and, whether they spoke for the Carnegie Council or for the Brookings Institution or as individuals, their picture, with one major exception, did not differ in kind from my own; it differed only in degree. It was a consistent picture of deep concern, bordering on pessimism (The Carnegie Foundation for the Advancement of Teaching, 1975; Breneman & Finn, 1978). The one major exception was that very able economist, Howard Bowen. Now mind you, Bowen does not come right out and contradict us pessimists. What he seems to be saying, in the words of a character in "Porgy and Bess," is that "it ain't necessarily so."

But let me get back to my own crystal ball. What it said to me was that higher education in the eighties will be shaped, in the main, by six major forces:

1. The demographic situation
2. The continuing inflation
3. The post-1970 disenchantment with higher education
4. The work demands of the economy
5. The higher education policy of the federal government
6. The continuing pressure of the minorities for equal educational opportunity.

No matter how often I returned to my crystal ball and posed the relevant questions, the same six forces—not always in the same order—would appear. I thereupon requested and received a reading on each of them. Let me share these readings with you.

The Demographic Situation

Give or take a modest probable error, the demographic situation indicates that we will experience, during the decade of the eighties, a decrease of something on the order of 15% in the number of college-age young men and women. This is a hard fact for, as all of us know, all of those who will reach age 18 by the end of the decade are already born—in fact, all who will reach age 18 by 1996 are already born. This disturbing little statistic is not only a concern for undergraduate institutions, but given a few years, it will affect graduate and professional schools as well. The statistic is, of course, national which means that some states will not be hit so hard but that others will be hit even harder. Thus, the 1980 census, at least for the essential student-drawing area of each institution, will become "must" reading and study for directors of institutional research and institutional planners.

What the decrease of 15% tells us is that the great growth period of higher education is over—over not only for the eighties but also over for the remainder of the twentieth century unless one or more of the following happens and happens quickly.

1. The college-going rate of high school graduates increases dramatically

2. The college-going rate of women on a full-time basis equals or exceeds that of men
3. The college-going rate of the four major minorities—Blacks, Chicanos, Puerto Ricans and American Indians—reaches the national average
4. Life-long or continuing education takes up the slack
5. The transfer rate from community colleges increases very significantly.

My crystal ball tells me that there has been a great deal of hopeful but glib talk about the *adult learners* taking up the slack, but astute directors of institutional research know only too well that head counts don't equal FTEs, that it takes a lot of part-time learners to compensate for the anticipated decrease in regular, full-time students. Adult learners have their own agenda; they will not flock into institutions just to fill the empty seats vacated by college-age youth but rather will enroll to satisfy their own perceived needs for further education. The question of whether the *minorities* will take up the slack will be contingent upon several of the other forces and also upon major changes in the admissions policies and practices of many institutions, but it is a promising area, not only because minorities are seriously underrepresented in higher education but also because their fertility rates are significantly higher than the national average. Naturally, some very brave researchers will attempt to predict whether *women* will take up the slack; this prophet wouldn't dare!

The basis for pessimism, where this demographic force is concerned, is that there is no present evidence that the possible compensators will automatically compensate for its impending impact. However, some able, aggressive directors of research and some perceptive directors of admissions can make some receptive presidents look like geniuses—provided they attack these possible compensators with vigor and imagination.

The Continuing Inflation

My crystal ball tells me that inflation, already rampant, will continue into the eighties and may even accelerate. It has sky-rocketed educational cost across the board, from the amount it takes to put a new book on the library shelf to heating and lighting, not to mention salaries. It has driven tuition in state-supported institutions to an average of over $600 (with some exceeding $1,000) and in private institutions to an average of some $2,900, with highly selective institutions "in orbit," total charges in some exceeding $8,000. The effects of this continuing inflation will be felt even more in the eighties, but we already have a taste of the effects: students are shifting in larger numbers to public institutions, the high cost of tuition having led them to the discovery that neither the word "private" nor the word "public" necessarily describes quality; students from low-income families are, increasingly, forced to limit their choice to low-cost colleges, are becoming more and more dependent upon federal financial aid, and are discovering, in the process, that any whims in the administration of such colleges can seriously jeopardize their opportunity for higher education; the non-affluent colleges are having a harder and harder time making ends meet, significant numbers are closing their doors, the number closing will increase in the eighties, and while this is occuring, quality will deteriorate in many, for few will have the courage of Wilson College in Pennsylvania—to close before they begin to offer third-class education.

There is no way to beat inflation. The best that one can hope for is to reduce or minimize, to the extent possible, its effects. In this connection, there is almost no institution in the land that cannot reduce waste or excesses in some areas. If I were the president of a non-affluent college today, I would give my director of institutional research the toughest assignment of his career. It would read something like this: "Find out how we can reduce, significantly, the operating costs of this institution without jeopardizing our educational quality and without piling up deferred maintenance. Look into such matters as the optimum size of the institution, class sizes, teacher loads, the number of courses we offer, the number of majors, the use of adjunct faculty, the size of the administrative staff, the cost of heating and lighting the plant, our budgeting procedures, and so forth. I will back you with the most influential faculty advisory committee I can induce the faculty to select, laying all my cards on the table face up. I will also augment your staff to the extent necessary. Be ready to report in a year—or earlier, if you are satisfied with your findings and your recommendations. If you can justify your recommendations, I have the fortitude to implement them."

No miracles should be expected, but such an approach may actually save some institutions.

The Disenchantment with Higher Education

My crystal ball tells me that America's disenchantment with higher education will extend well into the 1980s, and perhaps beyond.

The thing that makes disenchantment so painful to bear is the heights from which higher education has fallen. From the middle fifties until about 1965, American's faith in higher education was total; it was one of the guarantors of our nation's splendid destiny; it could find the solutions to the nation's toughest problems; it was the assured way for upward social and economic mobility; it was the ultimate answer to poverty and was to be made available to all who could profit from it and who desired it. Thus, funds were made available for its unprecedented expansion, for the most ambitious research programs the mind could conceive. We began building community colleges on the average of one a week. Then came the fall, beginning with the student uprisings in the late 1960s, followed by serious questions concerning the mounting budgets in the face of other pressing public needs, and questions as to whether the people were getting their money's worth for the enormous expenditures. Our answers to these questions were not persuasive.

The attitude that now prevails, as a result of the disenchantment, is reflected in the growing impunity with which appropriations are cut. A most extreme example of this is that the great City University of New York was actually shut down for lack of funds, and the only major cries of outrage and righteous indignation came from the students and the faculties. Now, to a surprisingly pervasive extent, the very value of higher education is being seriously questioned as never before; above all, the faith in the magic and the mystique of higher educaiton is gone.

The task of the eighties is the restoration of the faith. We may never restore it to its former heights, and the restoration will take time and conscious effort on the part of the top leadership in higher education. In other words, we must demonstrate what higher education can really do for both the individual and the larger community and spread the word to the nation before we can expect the enchanted support that higher education will require in the eighties and beyond.

The Work Demands of the Economy

My crystal ball tells me that higher education in the eighties will be much more affected by the work demands of the economy than ever before. Higher education has gone its merry way, training individuals for jobs, whether or not the society needed them or whether there were more urgent needs to be met. We have already trained, for example, an oversupply of elementary school teachers at a time when the declining birth rate has forced the closing of substantial numbers of elementary schools; we are training more than 30,000 academic doctorates a year (some 8,000 in education where we are beginning to have an oversupply but less than fifty in computer and information sciences where the demand is great.) The word that brand new Ph.Ds can't find jobs reverberates not only through the educational establishment but also through the larger society. This brings into question our competence to administer the enterprise in the interest of the nation. A question of greater long-range significance, however, is that of the balance between education for vocations and education for the liberation and development of the human spirit—liberal education, if you prefer. Stated another way, what should be the relationship between work and education? There are strong currents in the society which hold that work has been neglected and that the economy has not grown fast enough to absorb all of the college-educated men and women. Higher education has nibbled at the issue, but my crystal ball tells me that we must address it in the 1980s, head on!

There are no road maps to help us, but Lord Ashby, the distinguished British educator, wrote some perceptive words that may help us when we really confront the task. "An institution," he said, "is the embodiment of an ideal. In order to survive, an institution must fulfill two conditions: it must be sufficiently stable to sustain the ideal which gave it birth and sufficiently responsive to remain relevant to the society which supports it" (Ashby, 1966, p. 3). The key words in Lord Ashby's warning are "remaining relevant to the society." Our task, therefore, where the work and education issue is concerned, is to determine, as best we can, what society needs to be responsive to those needs.

Federal Policy

My crystal ball tells me that federal policy, where higher education is concerned (i.e., the future amendments to the Higher Education Act of 1965, with special reference to financial aid, Title III, institutional grants and the policies relating to research) may influence higher education in the eighties more than any other single force.

As we look back over the great expansion of higher education during the past twenty years, the federal government has had an enormous impact on access, on the development of the facilities, on the curriculum, on the training of certain professionals, and on research. Steven Muller (1978), president of Johns Hopkins, for example, holds that the federal government kept the great research universities mobilized for twenty-five years following World War II.

The critical issues, where federal policy is concerned in the eighties, are whether the various forms of student aid will keep abreast of the rising charges to students, whether federal policy will fund choice as well as access, whether it will expand its limited categorical aid in the Title III mode, whether it will develop a new and powerful commitment to research, whether it will fund the development of work-oriented programs, among other alternatives, and also whether it will fund them on a consistent, forward-funding basis that will make sound planning possible.

My crystal ball tells me that the disenchantment with higher education has invaded the Congress, that fiscal conservatism, if not a Proposition 13 mentality, will cause the federal government to do very few new things in the eighties beyond, possibly, increasing the appropriations for the Basic Educational Opportunity Grant Program (BEOG) and keeping loan programs consonant with rising costs. Part of the reason that the Congress will behave this way is that higher education, for the size of its appropriations, has the weakest lobby in the nation. And nothing on the horizon suggests that this lobby will be strengthened significantly during the eighties.

Minority Pressure for Equal Opportunity

My crystal ball tells me that minority pressure for equal educational opportunity will continue far into the eighties because the inequities are still there, because education is so fundamental to equality in the total sense, because the alternatives to higher education are so empty, and because the constitution and other laws provide a basis for seeking redress, the Defunis and Bakke cases to the contrary notwithstanding.

The major pressure will come in the southern and border states, where the Adams vs. the Secretary of HEW case orginated and continues. The case is now in its ninth year, but it is young compared with the Brown case which celebrates its 25th anniversary this very week. What the Adams case seeks to do is to dismantle the dual, public education system, to open up the vastly superior "white" system to blacks and other minorities, to integrate the state higher education governing boards, to integrate the administrations, the faculties, the student bodies, and the nonacademic staffs—not only for equal educational opportunity but for the enormous employment opportunities as well. Moreover, the case seeks not only to do these things but to make the public, black colleges an integral part of the system, enhancing them to the point where they, too, can be competitive for students, without regard to race.

This is a large order, calling for fundamental changes in policies and practices, and the case will be fought, as the states of North Carolina, Mississippi, and Louisiana are demonstrating. But it will also be supported uncompromisingly by blacks because the stakes are far too high to do otherwise.

My crystal ball tells me that aspects of the case will extend beyond the eighties but that, in the end, higher education, and the region itself, will be far better as a result of the struggle. Moreover, I hold high the hope that the states affected by the case will set the example for the rest of the nation—as the South (where public schools are more integrated than in the North or West) has done as a result of the Brown case. They can do so by making an honest effort to follow, rather than circumvent, the court-ordered HEW guidelines.

Suggestions

Confronted by the demographic situation, the continuing inflation, the disenchantment, the work demands of the economy, the changing federal policies, and minority pressure for equal opportunity, colleges and universities can elect the course of "business as usual," but they will do so at their peril.

Planning for countering the demographic force should already be under way: the admission and recruitment programs of many institutions are badly in need of overhauling, and ways of increasing the applicant pool should be thoroughly studied. One of the large, almost virgin pools, for example, is the community college—largely ignored by senior institutions as a source of students. The evidence is that good community college graduates can do upper division work in the great majority, if not all, of the colleges and universities of the nation. But the practice has been to make transfer as difficult as possible when only two things really need to be ascertained: (1) whether the student, judged by his work in the community college, can do upper division work and (2) whether he has the specific prerequisites for the specific program he wishes to pursue (prerequisites in the very strictest meaning of the term). In other words, the good community college graduate, who has followed an academic curriculum, should be pursued with the same vigor as is the promising high school graduate, with financial aid packages and all.

The inflation will need to be fought with rigorous internal economies and by stepping up the fund-raising programs in public institutions as well as in private institutions. The College of William and Mary, one of the oldest public colleges in the nation, has just completed a $21 million fund drive in less than three years. This sort of effort can make an enormous difference, with state-appropriated dollars buying less and less.

We cannot restore faith in higher education by talking only to each other, for that is like limiting prayer meetings to deacons and the faithful, while the sinners go their sinful ways. We need to find more ways to have the media report our accomplishments; we need to find imaginative ways to involve the business and political leaders in the work of our colleges and universities, and above all, we need to be as good as we think we are in developing men and women and in providing service to our communities and to the nation when the opportunities present themselves.

We need a clearer notion as to what colleges should be teaching and emphasizing in the eighties. This requires us to take critical stock of the differences between the world of the 1980s and the world of the 1950s—to arrive, somehow, at a proper balance between the eternal verities and the changing needs of our society. Without being faddish, we must be willing to make innovative changes and to be more responsive to these changing needs—the actual changes being contingent upon the nature of the institution, its location, its resources, and the students it elects to serve.

The reasons higher education is the weakest lobby in the nation (for the size of its appropriations) is that higher education can almost never make up its mind about what it needs most, and, when identified, it has not found a way to make those needs felt at the polls. There is simply no way to separate politics from higher education. What we educators need to do is to recognize this unpleasant fact and find palatable and effective ways of making our views felt—to have a real impact on the development of state and federal educational policy.

What the minority groups have been seeking is both just and legal—equal educational opportunity. The astonishing thing that has been happening is that the higher educational establishment has fought that which is just and legal with more vigor and intransigence than business and industry. The tragic irony is that the higher educational establishment should be leading the search for the just and the legal!

My crystal ball had a very special message for private colleges for the decade of the eighties, and beyond. It said, "Colleges and universities, unlike people, never die suddenly. They die from the effect of chronic diseases. It is, therefore, necessary to check the vital signs of the institution with some frequency and regularity—the flow of freshmen, the retention rates, the ratio of income to expenditures, the extent to which budgets provide for essential expenditures or conceal the failure to do so, the real quality of leadership, the strength of the board of trustees—and to provide the indicated therapy."

The decade of the eighties could very well be the toughest decade for higher education since the depression. Fortunately, however, a new profession has joined the establishment since the depression—the directors of institutional research. They will serve two institutional functions which could very well carry us through this turbulent decade:

1. They will be of great assistance in identifying the critical problems, which Einstein said, on one occasion, is even more important than solving them.
2. They will, through their relevant research, greatly improve the decision making in our colleges and universities to the end that it may be more equal to the dimensions of the problems that confront them.

In your efforts to perform these functions, may your accomplishments be equal to your many demanding opportunities.

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INSTITUTIONAL RESEARCH IN THE EIGHTIES

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My basic premise in thinking about "Institutional Research in the Eighties" is that the role of our profession is determined by the challenges, problems, and opportunities that face our colleges and universities. In many ways, institutional researchers are *not* captains of their own destinies. What we have done in the past, what we are currently doing, and what we will be called upon to do in the next decade is molded and shaped by the conditions surrounding higher education. If this is true, it is imperative that we consider where we are going in this broader context so that we might be responsive, so that we might best serve our institutions, and so that we might thereby best nurture and develop our profession.

To test my hypothesis, I propose to look backward for a moment to see what can be explained about the historical development of institutional research in terms of the broader mosaic of issues that confronted higher education in the 1960s and 1970s.

In the 1960s, higher education experienced unparalleled growth by most any measure: enrollments increased by over 200% during the decade of the 1960s, the staff of colleges and universities more than doubled, and the expenditures of institutions of higher education rose from approximately $6 billion in 1960 to over $20 billion in 1970. In addition, higher education was called upon to address a broad range of societal and technological needs, the most celebrated of which were in health professions education and space-race technology. Higher education's response was magnificient; in fact, some of the problems we face today are a bitter legacy for the contributions made during the 1960s and early 1970s.

At the same time, the disciplines and methodologies of planning and management matured. Operations research, systems analysis, and management science spawned a new breed of wizards, some of whom took up residence in a nook or cranny of the administrative structure of colleges and universities. We learned that computers could be utilized for purposes beyond the traditional processing of class rosters, payrolls, and accounting records.

What types of problems did analysts and institutional researchers address in this environment? In a word, they addressed the problems of *growth*! (Where are all those people coming from?) The issues of enrollment projection and demographic analyses captured a significant portion of our energies. (Where are we going to put all those people?) Likewise, our interests focused on the problems of space utilization and facilities planning. Greater instability and uncertainty than we had heretofore encountered came on the heels of growth, leading to increased interest in more grandiose planning approaches. The expansive posture of higher education, coupled with the attendent instabilities and uncertainties, had its impact on analytic thinking. Global, prescriptive approaches to planning began to emerge. (I'm sure you'll remember the key watchwords of the era: *the total systems approach, PPBS, cost-benefit analysis, integrated information systems*, and so forth.) And, just as faculty and staff members increased overall, so did the cadre of analysts, many of whom showed up in institutional research offices and took on the appropriate title of "institutional researcher."

It is also interesting to consider, for a moment, what types of problems institutional researchers did *not* espouse in the environment of the 1960s. I recognize that a uniform definition of the role of institutional research in different settings is impossible in any period of time, but this is what I thought I saw—or more precisely, what I thought I did *not* see: I did not see a major interest in the issues of academic planning or programmatic directions. The term *institutional research*, taken literally, would mean "research on what makes the institution tick." This definition would encompass examinations of the learning process, organizational studies, and analyses of the incentives that influence the behavior of key participants, namely faculty and students. In short, institutional research would concentrate on the academic functions of the institution. This was not, however, what I remember as a key focus of the 1960s. Is it possible, in a period of growth such as higher education experienced in the 1960s, that there are no really hard decisions to make with regard to academic functions and program quality? Is it possible that there is a greater administrative willingness in such an environment to leave these issues with the faculty? I also did not see institutional researchers very involved in financial planning, perhaps because resources were more readily available or, perhaps, because the business and accounting functions of institutions were relatively well established.

By the end of the decade of the sixties, a new and unexpected phenomenon had occurred: an erosion of public confidence in the enterprise of higher education. Whether student unrest at the time was the spark that ignited the bombshell or whether student demonstrations and dissatisfactions with the social role of colleges and universities were merely a reflection of the tenor of the time is unclear to me. The net result, however, was unmistakable. We now refer to it as the "call to accountability." The questions are still all too familiar: what is the cost of higher education; what do the faculty do with their time; what are the results and benefits of higher education; is the enterprise efficient and well managed? These questions led to external demands for more information and to an ever-increasing list of rules and regulations. State higher education agencies were established, and those already in place began to expand their role and influence.

What was the impact on institutional research? Actually, there were many impacts, but I think the overall ramifications of this new environment can be characterized by two observations. First, a new set of analytical tools was added to the institutional researcher's bag of tricks: cost studies, faculty activity analyses, and outcomes assessment procedures. For the most part, these tools were designed to address the accountability questions, although they were also sold on the basis of their applicability to internal planning and management. Second, institutional research became the focal point of the institution's response to external reporting requirements. Why did this responsibility fall to institutional research offices in most colleges and universities? Because institutional research offices, for the most part, were where the analytic wizards and data handlers were already housed, by virtue of the work being done in planning and responding to the issues of growth and, furthermore, because institutional research, in order to carry out these assignments, had already learned how to bring together data generated in the more traditional offices of the institution. That is, institutional research offices had already made great strides in compiling data that cut across students, finance, staff, and facilities. Institutional research was a logical choice to spearhead the response to external demands for data.

Undoubtedly, I am biased on this next point, but I feel that the work of the National Center for Higher Education Management Systems accurately reflected the multidimensional roles of institutional research that had evolved by the early 1970s. On one hand, there was an emphasis on the development of analytic tools for planning and management—the simulation models and student flow models. On the other hand, there was the development of what was called the *communications base*—the data element definitions and program structures that were needed to organize and convey information about higher education, both internally and externally.

I am convinced that the work of our profession has been shaped by the challenges and events in higher education in the past, and I'm further convinced that this will also happen in the future. Institutional research is an evolving profession, sometimes with exciting new opportunities and other times with burdensome responsibilities such as completing reports for external agencies. It is unrealistic to attempt to delineate the roles of institutional research according to some artificial definition of time periods. Many of the interests that we have today we will still be pursuing when the theme of the AIR Forum is "Issues for the Nineties." At the same time, I'm sure you will recognize many of the topics that I'm about to mention as being part of our program agenda for this Forum.

In thinking about the next decade, we may as well start with the one significant "demographic fact of life" that will have every bit as much influence on higher education in the next decade as the impact of growth had in the 1960s. That fact is this: there will be a stabilization and then a decline in the traditional 18–21-year-old, college-age population. I'll not take time to recite the numbers to you because I'm sure that most everyone in this audience has turned these projections inside out and has a better understanding than I do of the analytical details. However, I will look beyond these numbers and try to interpret how they will shape the opportunities, challenges, and problems that will confront higher education in the future. Then

I will attempt to draw some conclusions about how these conditions may impact the practice of institutional research in the years ahead.

First, enrollment stabilization and decline will result in a shift in market forces. We are already seeing evidence of increased competition in higher education. My oldest son, who is completing his junior year of high school, receives more college and university brochures than I do bills. This is in marked contrast to what I remember about my preparation to enter college when my mail flowed in the other direction. (I acutally remember my parents worrying about whether I would be admitted to a college or university.) Now institutions are seeking to expand their service regions, carrying out vigorous marketing campaigns, and developing off-campus programs. Many universities are discovering a new interest in what they used to call the "community college baccalaureate transfer student." And, competition is also occuring within the campus academic structure as units attempt to popularize their courses and hold onto their majors through various strategies including curricular revisions, relaxed degree requirements, and the reformulation of admission and grading policies. Of course, increased competition can have quite positive results when incentives are developed to offer the best possible educational product at the lowest possible cost. At the same time, increased competition in higher education could lead institutions to undermine the educational investments made by other institutions as they seek to serve the same clientele and geographical region. In addition, competition can lead to an erosion of public confidence when it becomes a visable "dog fight" or when it is viewed as educational overkill. Another ramification of increased competition is that state agencies will have a greater tendency to referee. This may well lead to greater inflexibilities and more stringent guidelines, with their attendant demands for more data.

Another dimension of the new higher education market place of the 1980s will be a dramatic shift in the clientele served by many colleges and universities. Of course, this shift is already in progress. For example, until 1977, there were more full-time students in Illinois than part-time students. That's no longer the case. In addition, colleges and universities will serve increasing percentages of minorities and women, the average age of students will continue to creep upward, more students will be employed in full-time jobs, and new educational objectives will continue to emerge. Many colleges and universities are not ideally positioned, either geographically or philosophically, to serve this new student clientele. In many cases, institutions that see these new students as the solution to their enrollment problems will have their hopes evaporate and will count their overcommitments of resources as sunk costs; in other cases, institutions will bend their missions and characters so out of shape, in attempts to serve new educational objectives, that they will seriously impair their educational identities.

It can be expected that institutional research will be called upon to play a leading role in market analyses. This will require a new set of tools, and we might be well advised to start turning our attention to market concepts and techniques as they are applied in industry and taught in our schools of business. (By the way, I note with satisfaction that AIR is sponsoring a workshop this summer entitled "Market Research for Colleges and Universities." At the same time, I hope this seminar, and future efforts of the Association, will focus on methodologies that aid in better understanding our diverse markets but will not resort to advising us on how to develop techniques designed to "beat the other guy.")

We are also going to need to develop more appropriate student measures for planning and budgeting. As one of my staff remarked recently, "Using opening fall enrollments is like trying to determine the population of Springfield by counting the number of people walking through the Capital Mall over noon hour."

Another key issue for the 1980s is the impact of declining enrollments on productivity in colleges and universities. If we apply the economists' definition of productivity to higher education—the value of outcomes relative to the value of inputs—then my reasoning tells me that if enrollments decline, productivity will decline, unless costs are cut or quality is improved. I believe we will have considerable difficulty maintaining the productivity of higher education in the next decade, for several reasons. First, we will have a difficult time explaining that marginal costs are not equal to average costs. We know that this is true, but it is going to be difficult to convince legislators and the public at large that expenditures should not drop in direct proportion to enrollment declines. There will be considerable pressure to cut real dollars, and this can only lead to a downward productivity spiral (cut costs—productivity drops; cut costs more—productivity drops further; and so on). Second, we also know that there is a necessary critical mass that must be maintained in order to offer a viable academic program. We don't know how to measure this critical mass; we just know that it exists. In other words, it's simply impossible to offer a viable engineering program without basic courses in mechanics, electronics, and materials; this is true whether there are ten student majors or one thousand. Perhaps the greatest challenge of the next decade is to find ways to maintain academic vitality and responsiveness to student demands and societal needs without major infusions of new resources. This will require some hard academic decisions. It is a very different ball game than we've played in the past. While I postulated that institutional researchers were not heavily involved in academic program decision making in the 1960s, I believe that there will be a complete reversal by 1990, as institutions increasingly turn their attention to phasing out lower priority programs, to restructuring others, and to carrying out processes of academic program review and evaluation. I believe this will lead to a renewal of research on the institution and on the vital processes of learning, knowledge building, and personal development.

On a related theme, I would say that the most serious problem colleges and universities will face in a period of enrollment stability and decline is faculty underutilization and inflexibilities in staffing. The percentage of tenured faculty is continuing to increase, although the rate of increase has abated somewhat in most institutions. Higher education is a labor-intensive industry that is highly dependent upon its human resources for vitality and strength. Given the fact that attrition rates are currently low, with every propsect that they will become even lower in the years ahead, how is higher education to undertake new initiatives in the absence of new purchasing power? I say that this is the most serious problem that higher education faces because I don't think we are even close to developing any solutions. It should be clear, however, that the issues of the eighties will increasingly center on "people problems." Consider such issues as collective bargaining, faculty development and reorientation, retirement planning, and tenure policies. Then, to get a flavor for the challenge ahead, ask yourself what analytical techniques and information resources are available to contribute to policy development in these areas.

In any era, the political climate has a pervasive influence on higher education. I've already alluded to the prospect of a continuing increase in the interest and influence of state and federal agencies in the affairs of higher education. Yet, at the same time, higher education may find it more and more difficult to capture the attention and gain the support of the political process. The years ahead will see fewer voters with a personal interest in colleges and universities. There will be fewer parents with college-age children, and there will be comparatively fewer people employed in the higher education sector of the economy as well. My oversimplified and naive political thinking would suggest that there are two ways of building political support: first, do more that's of value to the voters, and second, make sure that the voters understand what you've done for them lately.

There is no question in my mind that higher education will provide a valued response to the needs of society and the demands of its constituents in the years ahead. The evidence of history is on our side in this matter, although we certainly have not done a good public relations job on this major strength of higher education, namely, its responsiveness. When has higher education ever really dropped the ball when it was called upon? When the federal government decided that more doctors, dentists, and nurses were needed, enrollments were increased overnight, new medical schools were established, new teaching hospitals were built. And now, little more than ten years later, the federal government is phasing out the capitation grant carrot that started it all. Our reward for responding so well! When maldistribution of health care was recognized as an important problem, universities established regional health education programs, literally overnight. Every university in the country wants to establish a thrust in gerontology—and the old aren't even old yet! Compare that to how effectively the mammoth oil and automotive industries have been in dealing with the problems of energy consumption and environmental pollution!

Higher education will continue to be responsive in the 1980s. The major difference from the past is that the problems will be more urgent and they will come with shorter fuses. Thus, missions and roles of colleges and universities will shift faster than ever before, and flexibility will be increasingly valued, particularly as political forces have a tendency to reduce flexibility in higher education under the familiar rubric of accountability. Higher education in the 1980s will be buffeted by forces pushing it simultaneously in the conflicting directions of homogeneity, stagnation, and proliferation.

It seems that every week I learn of a college or university that is taking on a major new challenge in cooperation or becoming a partner in a new alliance. Two examples that occurred in Illinois very recently involved community colleges: one college is taking on the challenge of being a CETA prime sponsor; the other college is negotiating a major training contract with the Great Lakes Naval Base.

I would suggest that some of the most interesting decisions that colleges and universities will make in the next decade will involve mission and role *tradeoffs*. I emphasize the idea of tradeoffs because I sense that the current mentality is to think only in terms of mission and role proliferation, and that will simply be infeasible in the years ahead. From the perspective of an institutional researcher, the challenging questions are these: what is the conceptual structure and process underlying mission and role tradeoffs and what kinds of information and analytical approaches lend insight into these decisions?

Turning to the issue of how best we tell our story to constituents and external agencies, I would say that this is an area where remarkable progress has been made in the last ten years. Institutional researchers should take real pride in this fact because, I believe, we were the major contributors to improvements in information processing, data definitions, and reporting procedures. If anything, there will be greater pressures to improve information about higher education in the 1980s.

Where are improvements needed and possible? Recognizing that your guess is undoubtedly better than mine, I'll limit my comments to two observations. First, we've overemphasized the use of quantitiative data in telling our story and underestimated the value of qualitative information. Second, we've oversold the precision of our quantitative information and given far too little attention to the possibilities of conveying a great deal of precision through qualitative information. For example, we have led ourselves and, worse yet, others to believe that there is something precise about a unit cost of $68.93 per credit hour. The fact is that our costing technology is not capable of plus or minus 10 percent of the "true cost," assuming that whatever we mean by true cost could be defined. I would urge institutional researchers to consider the potential information content and precision of qualitative information. Is it foolish to think that a HEGIS report in 1990 will capture some information about the role of an institution, about what the institution contributes to the local, state, or national economy, or about the aspirations of American students? Perhaps it is. I feel certain that it will not be accomplished through the usual HEGIS 2-dimensional matrix tables. Nor will it be accomplished through the flowery, one-paragraph mission statements that are our only current attempt at conveying qualitative information. I do believe, however, that there are some real opportunities for progress through the use of qualitative information, and if I'm right, I hope institutional researchers will be on the leading edge of the developmental work.

The final aspect of Institutional Research in the Eighties that I want to explore with you might be called an organizational or structural issue. Approximately 60% of the membership of AIR is employed in an office of institutional research, analytical studies, campus planning and analysis, or some such similar title. Somewhere around 40% of the individuals on this year's Forum program are located in these offices. The bulk of the remainder of the AIR membership roster is made up of professors in higher education or disciplines closely aligned with institutional research, staff of federal and state agencies concerned with higher education, and staff of research and development projects directed at some topic closely aligned with institutional research. Most notably absent in these statistics are financial planners and analysts and academic decision makers.

Institutional research has been a rather tightly defined profession, but I think that also is going to change in the 1980s. I come to this conclusion for three reasons: first, as I've already outlined, institutional research will be called upon to contribute to a diverse array of new challenges in the 1980s; second, I believe that many areas of the institution—most specifically, the various academic units—that heretofore have not paid particular attention to data, analysis, and planning, will be motivated to do so in the 1980s. The people who are reoriented or hired to carry out these functions will look very much like institutional researchers. Indeed, they will *be* institutional researchers. Finally, I think it will be increasingly apparent that virtually any location within the institution, save perhaps the president's office, is counterproductive to, and a constraint on, the practice of institutional research. If institutional research reports to the chief financial officer of the institution, it will suffer because it is too oriented to budgeting and financial analysis; if institutional research reports to the vice president for academic affairs, it may not have the appropriate perspective on the fiscal affairs and financial health of the institution. In other words, the practice of institutional research is the practice of planning and explaining what higher education does, and this will be increasingly pervasive throughout colleges and universities as well as external agencies concerned with higher education.

Thus, I conclude that institutional research will be an increasingly diverse profession in the 1980s. That will be somewhat traumatic for the more parochial among us. Personally, I look forward to the excitement of welcoming new colleagues and tackling new professional opportunities and new problem-solving challenges. I also look forward to continuing my professional relationship with the many old friends I have in this audience. I look forward to joining the "old boys and girl club." I can assure you that it has been a most rewarding experience to serve as an officer of AIR, and I thank you for that opportunity.

ACADEME 1984

Paul Saltman
Vice Chancellor for Academic Affairs
University of California, San Diego

(Note: The following is an edited transcript of remarks delivered at the Forum Luncheon.)

I feel flattered to be invited to be with you today. The introduction mentioned a little bit about my interest in science and surfing but neglected to refer to another one of my principal interests—sex. That is the third "S" and it completes my life—a life of loving a wonderful wife and family, and having the richness of an environment called a university in which to live, and having, on top [illegible] the opportunity when things get tough to throw a surfboard in the water and return [illegible] in the best of all possible ways. The curious thing about the three "S's" of my life is that they are interrelated in a very important and exciting fashion. They all deal with people; they all have a certain physical quality and an emotional quality; and indeed, they all have that very curious yin-yang bittersweet, pain and joy, which I think that anything worth doing must have. Without that sort of dynamic tension, as Charles Atlas used to say, I think we would all grow rather flabby, and those big guys would kick sand all over us. And that is what I want to talk about today—those guys who kick sand on our blankets.

I chose this Orwellian title, *Academe 1984*, for a couple of reasons. That it is almost 1984 is number one. Number two is that we are just going through (you'll forgive the expression) a five-year plan that takes us right into 1984. In a curious way, it all makes *Clockwork Orange* and George Orwell look positively benign by comparison.

So what can I do for you? How can I predict for you what is going to happen in 1984? I am always nervous about these futurists who predict the future for us. I have been doing a lot of reading lately in anthropology and comparative religions, and it is quite fascinating to see how obsessed we are with knowing what the future will bring. We used to cut apart chickens and look at the entrails on the sands to see what would take place, and there is a whole fad about throwing i-Ching coins and reading tarot cards (and I am sure that nine out of ten of you surreptitiously glanced at your horoscope this morning rather than read about the future of science in our lives). That obsession with the future, I think, is a very troublesome thing because we tend to worry about what's coming down the line rather than doing something about the *here and now*. I am always astounded at how we academics, who are supposed to live in the Kingdom of God on this earth, create living hells for ourselves. With all of our knowledge, with all of our sensitivities, with all of our wisdom, with all of our use, so freely, of the term "colleagues," why is it that we engage in such self-abuse? (As my grandmother used to say, "If you're so smart, how come you're not so rich?")

I apologize for indecently exposing to you my guts and other parts of my anatomy, as well as various bits and pieces of my life to use as analogues for what I want to talk about today. I have grown up in a couple of different worlds (other than that mystical world that devolves out there at that trade school in Pasadena, the California Institute of "Technocracy"). In point of fact, I am reminded of a marvelous conversation I had with that beautiful human being, Dave Riesman, the sociologist from Harvard, who once was wandering about the San Diego campus, got lost, and sat down in my office. We began to talk a little bit about what was going on, and Dave said, "Where did you learn how to be a vice chancellor?" "By going to Caltech." I said, "I learned it by playing basketball for them." When you play basketball, you learn how to lose, you learn how to bear pain, and you learn how to come out on the next night and play again. I think the greatest thing that has happened in the Women's Liberation Movement is that women can now be in intercollegiate athletics. There is nothing like that understanding of what it means to play the game, to bear the pain, to lose, and to have to come out and play again.

"But," you say, "what in the world does a jock like you understand about the problems of higher education?" I want to use that locker room analogue for a moment because I think it is extraordinarily important. I always like to think of the University of California at San Diego as the "NBA of the mind." I can't see it any other way. If you want to play, you've got to go to offense and defense, you've got to go left-handed and right-handed, you've got to score, and you've got to keep the other guy from scoring. It is very simple and if you can do that, you can make a million dollars a year, like Big Bill Walton. And nobody argues with that. Everybody says, "He's worth it." Lloyd Free? "He's worth it." Kareem Abdul Jabaar? "He's worth it." How much is the Nobel Prize winner worth? Or a Pulitzer Prize winner in literature? Or, God forbid, a linguist in Luso Brazilian Portuguese? Why is that figure so difficult to come up with? Because virtually nobody is willing to look at Academe as the NBA of the mind—that is to say, nobody is willing to name the game, much less the shape of the ball, the size of the court, the rules by which you play, how you keep the score, and *who* keeps the score. I know that you're going to say, "Saltman, you're out of your mind. Academe is too precious for all of that. It is so different. How can you be so crass and crude, dripping with perspiration, emerging from a shower with a towel around your waist?" I'm sorry; I really believe it.

I will define Academe for you. I say the university, higher education, is the *creation of an environment for teaching and learning.* And when you define that, you ask, "How do you teach, and how well do you teach, and how many do you teach?" And you ask, "How well does a student learn? How well does the faculty learn, God willing, and how much creativity have *they* manifest for you lately?" You don't say that Harvard is equal to San Diego, to Cal State–L.A., to Mesa Community College, to Pomona, to Loyola. You don't say "Well, we're all in the same game." That is like saying that Cal Tech should play UCLA in basketball. The name of the game is the same, but the quality of play differs a little, believe me. So let us start keeping score.

Why are we afraid to count? You tell me you're too precious. How could anyone judge the quality of the environment at your place? I can judge it—maybe not alone, but with a gang of thugs I can come in and tell you how the quality of teaching is; you bet I can! I will take a look at a curriculum. I will take a look at the kinds of course outlines that professors are offering in a given discipline, any and all. I will take a look at the assignments of homework that are given. I will look at the examinations that are offered. I will look at the grading curve. I will look at the progress the students make in terms of going on to graduation and what they do five, ten, fifteen years down the line. You tell me you are too precious? Nonsense. You want to talk about how good your faculty is? It's easy. Look at peer group evaluations. Go get yourself the five best physicists in the world, bring them onto your campus and say, "Tell me, how good is physics at my place?" What kind of national recognition? How about publishing—what are the books? What are the journal articles? How many times have your faculty been invited to play in the arenas of international learned societies?

What is so hard about that? Does it make you nervous? Why should it? It is important, because I think that once we begin to understand the name of the game, the rules by which we are playing, and the nature and quality of the players—students, faculty, and leadership in the institution—we can start asking ourselves, "What should we do better? How come the guy with the ball isn't moving; he is just standing there, sucking his thumb."

So I grew up in a locker room. I also grew up in a furniture factory. My father was an uneducated immigrant—he couldn't speak English when he hit the continent. He became a manufacturer of furniture, and I grew up pushing a broom in a factory. I can hand sand; I can spray lacquer; I can run any machine in a furniture factory. It is a miracle I am not still in a furniture factory, but my uncle said, "Get out of here and go get an education. Stop playing basketball and go to Caltech." I learned something during those years in a furniture factory. I learned what it meant to have workmanship and quality and style, and I learned what it meant to have to sell goods. It wasn't enough that my father used to win awards from the Museum of Modern Art with the elegance of the design of his furniture (which he did, God bless him), but do you want to know something? He had to sell the goods to the retailers at a price they could afford and which allowed him to make some money. What is the difference between what we are doing and making furniture, or selling $9.95 children's dresses? Oh, you don't like the stink of the locker room, and the crass materialism of the business world appalls you because we are more precious than that, aren't we, colleagues? Not by me. How good is the quality of the goods we are selling? How well is it styled? What is the price? Who are the customers? Are they getting their money's worth? Will they buy from us tomorrow? Why can't we treat ourselves with the same kind of respect that my father showed a piece of mahogany that would come in the back of that factory and wind up in the Museum of Modern Art? Why can't we do that? It is time.

What are we talking about when we talk about "our business?" I will tell you what our business is. It comes in three delicious flavors. They all relate to that unique, single aspect, and that is money! We may be the Kingdom of God, but we also pray to Mammon. We have to have money because with it we do a second thing—we buy flesh. And that flesh is the FTEs (the full-time equivalents, the tickets, the lines, whatever you call them at your place—at our place it is the FTEs). How many FTEs do you have, can you afford, are you allowed to hire so that you can begin to create an environment for teaching and learning? And once you have done that, you have to have another commodity, another "coin of the realm," and that is space—physical space, square feet, it's called—in the form of laboratories and studios and classrooms and offices and theaters in which to play. Why can't we deal with those—not as something precious and sacred but as something real—and begin to make our evaluations predicated on that reality, just as my father had to run his factory on the reality of *his* bottom line.

Okay, lest you think that I am some crass, commercial jock, I want to tell you something that I've hidden from you all this time: I believe Academe is special. It is very, very special. It *is* an enterprise unto itself. It's a curious enterprise which I oft see played out in some kind of despicable, dreadful, three-cornered game—pitting students against faculty against administration and staff in some obscene theater of the absurd. That is its evilest. But when students and faculty and staff and administration come together and say, "We *are* going to build the Kingdom of God," Academe is a very, very special place. And in a curious way, it is a symbiotic relationship of those three groups of individuals; the whole is greater than the sum of its parts. Before I came here today, I was teaching complex lipids to a group of wonderful students, 160 students, on our campus. The ability to walk into a classroom and have that joy, that force, that demand, that interplay is something very special. (As late as 12:30 last night I was learning an awful lot about complex lipids, and I was scared to death that I couldn't answer the questions that those kids would ask.) Joyous beyond belief.

But 1984 is coming, and what is really at issue? I'll tell you what I think is at issue, and it is not only in Academe but it's in every part of our society. I think we have a crisis in leadership. We were talking a little earlier at the table about the way people use words in strange and mixed-up fashions. Some people always talk about *management*, other people talk about *administration*. We have too much of both. I find those words slightly obscene because what we really need, and have little of, is *leadership*. How many of you have a real hero who is in a position of leadership in higher education in America today, a person that you want to be the model for your growth and development or the model for the person you want your son or daughter to become or marry? A very small number have such a model, and there is a reason for that. I want you to ponder on this. People have said, "Well, the day and age of heroes is long gone. You have been looking at those "B" movies and reading the old westerns. We don't need heroes anymore. We need *managers* and *administrators* and *policy and procedure manuals* and *federal regulations* and everything is going to be groovy in the Kingdom of God." No, we need heroes, and they are not around. I ask myself, why is that? Is that a function of radioactive fallout from Three Mile Island or is it too much of those processed foods and not enough fibers in our diet? Well, friends, do you know what the reason is? Because we don't want them. Nobody wants leaders anymore. We think we do, but we want leaders who will let us do our own thing because we are living, as Christopher Lasch says, "in the cult of narcissism now." We are all so bloody precious individually; we sit there by the bank of the lake and look at ourselves and think, "Baby, you're so beautiful, you're number one." So who's going to follow if we're not? So if we're not going to follow, who is going to lead? It is a funny game, isn't it?

And then there is one other thing I want to mention and then walk away. A part of that crisis in leadership that we face is related to another, semantic problem. People constantly confuse two words, *power* and *credibility*. You see, everybody wants power—how much power do you have? That is a very curious business. I think power is having an atomic bomb or a fleet of intercontinental ballistics missiles. You know the power that the President has in a key to turn a lock to unleash those intercontinental ballistics missiles? That is power! That is *real* power! But at what price? And do we live with one another by power games in which the only outcome can be destruction and annihilation, or do we live in a world of credibility where one's power is in persuading others of the nature of that institution, of that society, of that world and getting others to follow? I believe that bumper sticker slogans and lapel pins and billboards and radio slogans are obscene. We live too much in an age where we are instantly gratified by slogans and professions in which performance—performance in the very sense of the NBA or the New York Ballet Company or Artur Rubenstein—becomes that mode of tainting credibility. Each one of you has a very big responsibility to assume a leadership role, based not upon power but upon your credibility, which is totally and integrally a function of yourself as a human model. And when you can do that, you are going to create the Kingdom of God at your institution, and Academe will be a special place.

DATA IN THE EIGHTIES

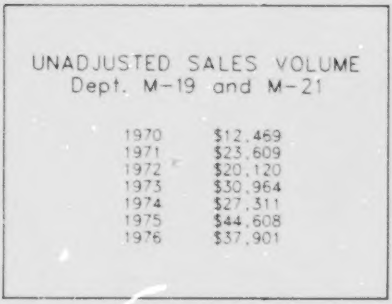
Frank Richardson
Chief, Management Information Systems
Colorado Division of Labor and Employment

(Note: The following is a summary of the Wednesday morning general session.)

As computerization continues, more and more information is being stored in computer data bases. Administrators must have access to these data to make informed decisions regarding institutional management. Even though enormous sums of money are spent to collect and store these data, until recently very little attention was directed to developing methods of communicating this information to administrators of postsecondary institutions. What is needed is an effective communications link between the decision maker and the computer. Traditionally, this communication channel has been pages and pages of computer printouts.

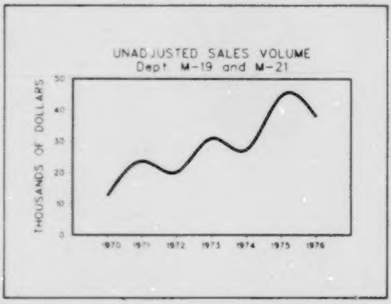
Studies indicate that our eyes have unsurpassed data collection and transmission capability. However, high data rates can only be achieved, with understanding, when the information is presented in pictorial form. Human reading rates, such as reading a computer printout, are much slower. Understanding and analysis at these high visual data rates can be achieved due to functional specialization of brain function. Our minds are particularly well designed for both the transmission of large amounts of pictorial information and for the rapid, accurate interpretation of this pictorial information in the form of graphs.

Graphical representation is often claimed to be the most effective way to communicate information. The following example will indicate why. Looking at the volume of data presented in the table, we tend to "go to the bottom line." Our reaction might be, "Sales obviously fell drastically last year." However, plotting the same information in a simple graph shows clearly small variations on a strong positive trend.



UNADJUSTED SALES VOLUME
Dept. M-19 and M-21

1970	$12,469
1971	$23,609
1972	$20,120
1973	$30,964
1974	$27,311
1975	$44,608
1976	$37,901



Note: Graphics by TELL-A-GRAF graphics package of Integrated Software Systems Corporation, San Diego. Reprinted by permission.

We may certainly be concerned about the variations, and the drop last year may well be a signal of worse events to come, but the problem has been put in perspective. The graph gives more information by underemphasizing detail; it aids retention by appealing to visual memory; and it is a fast and effective way of presenting information.

There are several hardware manufacturers that provide intelligent graphics terminals and computer systems with graphics programming languages. There are also software packages available that can be used with existing hardware. This general session demonstration featured presentations by two manufacturers of graphics hardware and one presenter of graphics software.

PAST PRESIDENTS' PANEL: AIR IN THE EIGHTIES

Bernard S. Sheehan, moderator, University of Calgary
James W. Firnberg, Louisiana State University System
Donald C. Lelong, University of Texas Ssytem
Thomas R. Mason, MIRA Incorporated
James R. Montgomery, Virginia Polytechnic Institute and State University
Joe L. Saupe, University of Missouri
John E. Stecklein, University of Minnesota
Lois E. Torrence, University of Connecticut

(Note: The following is a summary report of the Thursday morning general session prepared by the moderator.)

While there is considerable continuity of membership on the Executive Committee and in association programs and activities, the new president has the opportunity to take initiatives and propose priorities for the coming year. Program Chair and Incoming President Craig Johnson introduced a new wrinkle to the tradition by scheduling a general session at the Annual Forum which would have the express purpose of asking the membership to participate in the generation of three or four suggestions for action which will advance the profession during the eighties. Johnson formed a panel of past presidents and challenged its members to conduct a Forum general session and to report before the first executive committee meeting of the association year.

The proceedings of this general session were recorded and, hence, the verbatim transcript is the primary record of this session. The following is a synthesis of the ideas proposed by the past presidents and those other members of the Association who spoke at the session. Hence, suggestions are taken out of the order in which they were originally offered by their presenters, are compared, recombined, and even extended, clarified, and elaborated in order to provide the Exeuctive Committee with as workable and as complete a basis as possible for their discussion and decision.

The panel was proposed during the Houston Forum, at which Warren Gulko, in his presidential address, reviewed the evolution of the Association and offered his recommendations for organizational change. The membership responded, during this past year, by changing the constitution of the Association to capture the essence of the Gulko recommendations. Further, the report of the long-range planning committee was released this year, acted on by the Executive Committee and read at this annual meeting. A brief summary of the long-range planning document is appended to this report. This summary was distributed at the general session panel discussion.

Some General Positions

A number of the panel members keyed, in their own remarks, on points made in these two series of proposals for change. One panelist was appalled that the long-range planning activities had given rise to the suggestion that consideration be given to institutional memberships. He expressed an opinion which was reiterated several times during the discussion: the Association is seen now, as it has always been, as an individual-membership organization, following the model of the disciplinary associations rather than that of the administrative associations. This was seen as a fundamental strength of the Association and one important to its past and continuing success. Similarly, to leave no doubt on the fundamental nature of institutional research, members of the panel reminded the audience of the nature of the involvement of institutional research in institutional decision making. It was suggested that the measure of institutional research success may not be the direct impact on decisions and that the provision of data remains fundamental. Certainly, data are not enough; we need not only better data but better analysis and better interpretation. But, we should not define our work as policy formulation, as decision making, or as planning, or else we will forget that our responsibility is research and will forget what is the fundamental nature of research.

It is difficult to detect sharp differences of opinion among institutional researchers whose work experiences have varied considerably because of the local institutional or system contexts within which they have operated. Discrimination between fundamental or philosophical positions held by practitioners is, of course, further greatly hindered by the long-standing twin handicaps to communication among institutional researchers: (1) the lack of an agreed, unequivocal definition of institutional research and (2) the absence of an unambiguous technical language to convey institutional research concepts. Nonetheless, the views of the panel, particularly on that aspect of the role of institutional research beyond *data provider*, ranged from the strictly analytical, as noted above, to a more partisan practice, of course falling short of the decision maker's role itself.

Another panelist recalled that some offices of institutional research began as data providers; that is, they conducted enrollment and classroom utilization studies, completed HEGIS reports, and had little, if any, impact on institutional policy. In short, they were, at the beginning, concerned with external reporting. With increased technology and increased professionalism, this group has developed into one which has had a significant impact on both the direction of institutional decisions and on the quality of the institutional decision-making process. However, with greater statewide coordination and federal reporting requirements, coupled with the feeling of some that institutional researchers are too "pure" to get involved in the implementation phase of planning or too scholarly to become involved in politics, institutional researchers run the risk of again becoming only data providers. In the eighties, funds for additional resources (people) will be minimal to nonexistent, so offices must streamline their operations and continue to develop technologically. Institutional researchers must become involved in state, provincial, and federal policy formulation. We must press these agencies for fewer and more realistic data requirements. Many members of this association are, and have been for a long time, involved on an individual basis but, as an organization, we have *not* been. Now is the time to become involved.

Returning to questions of membership and organization within the Association, panelists found no fundamental distinctions within the profession that should lead to divisions or constitutional requirements for representation on the basis of geography, including international. It was suggested that the Nominating Committee formally be charged to be affirmative in identifying candidates for office, with regard to region, institutional type, sex, ethnic origin, and so forth. However, noting the history of the Association, it was concluded that by-law changes were not required.

Yet, the Association has aged, and the interests of the membership have become more varied. A need was seen to identify some fundamental groupings of these interests which might lead to (a) better foci for programs for publication, (b) some type of tracking in the Forum program and, perhaps, (c) a clarification of what is encompassed by institutional research. In this delineation, one must be careful to avoid the dangers of fragmentation since the essential unity of institutional research must be maintained.

The proposals for action *now*, from the panelists and other members, ranged over a wide spectrum of professional and association concerns and interest. However, it is useful for purposes of this analysis, to view these many suggestions as falling generally into four categories: professional development, the international program, measures of quality, and individual members and their regions.

Professional Development

This theme was struck by a number of speakers. The body of knowledge which supports the work of institutional research is continuing to develop as an increasingly sophisticated and demanding field. It is not likely that the strengths realized from study and experience in one traditional field will be sufficient for the rigor expected to be posed by the future work of institutional research. Rapid development in technology and discoveries of new methodologies for analysis and interpretation of data as well as the evaluation of academic programs will require that institutional research professionals have opportunities to keep abreast of the latest developments in their field.

Institutional research has already produced many persons known for their expertise in a particular field. The Association can use its experience in operating workshops in the seventies as springboards to the development of regularly scheduled in-service training programs centered on new methodologies and such matters as the effects of new regulations from accrediting agencies and governments on the work of institutional research. *The specific proposal is to study the feasibility of a substantial, regionally centered, in-service, continuing education program.*

The need for continuing work on professional development was seen as covering an ever-expanding set of activities, including in-service training. These included the following:

1. Continuation of the Forum which is rapidly becoming the most outstanding annual meeting in higher education
2. Development of additional workshops
3. Continued expansion of publication efforts
4. Provision of specific services to state, provincial, and regional groups affiliated with the Association and meetings on specific issues such as data exchange.

One of the continuing challenges facing institutional researchers is to increase the utilization of institutional research results by executive officers and other administrators. One panelist proposed that institutional research offices seek to have their institution review the current and potential role of the institutional research office; to seek evaluation of the operation of institutional research, including the use of outside consultants; to seek publicity; and to participate in organizations where decision makers are found. Both the users and the suppliers of institutional research results seem to feel (perhaps for different reasons) that the current use of institutional research output in administrative decision making is not as high as it should be. Presumably, the productivity of both groups could be increased were the utilization rate to be improved. One possible attack on this problem would be to have the Association organize and offer some professional development workshops which would assist the membership to understand the factors which impede and facilitate the utilization of scientific knowledge in higher education management. There is substantial research on the rate at which societies utilize current scientific knowledge, and it should be possible to identify some professionals in the field who would apply that research to decision making in higher education. Workshops, perhaps a series of them, which would help institutional researchers understand the conditions under which knowledge is most readily absorbed and utilized, should help bring about those conditions on their own campuses, thereby improving the effectiveness of their offices.

There has been a continuing concern about the lack of political "savvy" on the part of people in institutional research because it "may be detrimental to the effectiveness of institutional research." Institutional researchers work closely with people who are constantly being faced with political decisions. Their decisions frustrate idealists (like some institutional researchers) who like to think that institutional research is important in providing factual and evaluative information upon which rational decisions can be based. Yet, it may be that a great many of our colleagues do not have a clear understanding of the political process, ways in which they can interact with it effectively, what to anticipate in political situations, the relevance of factual information in political decisions, the possibilities of using politics to the advantage of institutional research, and ways that institutional research might impact more on the political process. Hence, it may be useful for the Association to develop procedures which can be used to provide in-service education concerning the political process and how it impinges on the role and function of institutional research.

The International Program

To strengthen and make more effective the commitment of the Association to international activities, a number of international members attending the Forum called for the establishment of a Committee of Correspondents. This group noted that several years ago the Association undertook to expand its horizons beyond the North American continent. This action has led to the active participation of professionals from various parts of the world at the last five annual Forums and to a process of facilitating exchange of information and professional experience. At this time, the group sees a need to redirect the commitment of the Association so that there is a renewed and expanded international sharing of experiences and information of those involved in institutional research.

The Committee of Correspondents would be composed of current Association for Institutional Research members who could, through their experience, location, and interest help achieve the following objectives:

1. Extend the objectives and activities of the Association for Institutional Research to the international community of institutional researchers and planners.
2. Encourage these worldwide professionals to become members of the Association for Institutional Research and to participate in the activities of the Association.
3. Identify and establish a network of individual and professional associations across the world which are involved in institutional research activities.
4. Develop a process of dissemination and exchange of information about the professional activities of individuals and associations.
5. Encourage worldwide interaction of professionals through exchange programs and attendance at meetings and workshops.
6. Clarify the commitment of the Association and recommend objectives, structure, and process.

The members of the Committee of Correspondents would keep in close contact during the year and meet once to develop detailed plans of action.

As a practical means of stimulating increased international interest and activity, it was proposed that the Association schedule a "Trailer Forum" during the late spring or early fall in Europe and/or South America. The Trailer Forum would, basically, comprise the best papers (most interesting, most effective, most innovative, and so on) and presentations selected from the spring Annual Forum immediately preceding. In this aspect, no extra or new presentations would have to be developed. The program would be rounded out by papers from persons in the local geographical region and would include other program activities such that the Trailer Forum would serve the following purposes:

1. Give persons in the area (a) some of the flavor of the Annual Forum, (b) the opportunity to participate more in Association planning, and (c) a local forum for their papers.
2. Introduce international personnel to current Association themes and concerns.
3. Provide a focus for strengthening international aspects of institutional research.
4. Provide incentive to those contributing to the Annual Forum, since selection to participate in the Trailer Forum would be viewed as an honor and an opportunity.

Measures of Quality

By way of introducing a recommendation on this topic, one member of the panel quoted another as follows:

> The things which concern me most about the next few years include the necessity for establishing some measures of quality, not just quantity; the possible homogenization of higher education as students and resources decline and governmental controls (at whatever level) expand and accountability is translated into conformity and/or mediocrity; and the need for institutional research to break out of the straightjacket of "neutral" formulas, cost-per-whatever, and faculty/student ratios, for example, and into an analytical mode in which value judgments and exploration of alternatives are the norm. Too many of our offices present "datamation," not information; place their faith in fashionable formulas which hide rather than illuminate the mosaic of the institution; assiduously avoid fulminations while credibility corrodes; and claim neutrality when nullity is closer to reality. Too harsh? Perhaps. But the years ahead may be even harsher and the institutional researcher who functions, without thoughtful intervention, solely as a middleman between the computer and the policy makers, may be expendable.

From a variety of perspectives, the qualitative dimension was a recurrent notion demanding attention at the Nineteenth Annual Forum. In the keynote address, Harold Hodgkinson stressed the importance of program assessment directed at improving quality rather than just the current status quo of program review. One contributed paper suggested that the central planning questions is: what kinds of purposes and outcomes can we seek through educational programs that will benefit the life of the individual, the shared life of the individual with others, and the betterment of the qualities of community life? Stephen J. Wright stressed that the task of the 1980s is to restore public faith in what higher education can do for the individual and society.

President Robert Wallhaus pointed out the need to improve information systems by giving more emphasis to qualitative information on what higher education does. Paul Saltman reminded us "sports" that the name of the teaching/learning game is the same, it is the quality of play that differentiates the winners. At an international panel on assessing faculty productivity, the qualitative dimension was vividly portrayed in the musings of faculty member Loretta Pang Hicks. She proposed "with trepidation" the following additional criterion: " . . . the extent to which creative solving of social problems nourishes a heightened awareness of the potentialities for the good life—an aesthetic sensibility, if you will." Socrates urged that criterion, as well, three thousand years ago.

The call for more emphasis on qualitative aspects is not peculiar to institutional research. Almost from their beginnings, the Association and the profession have had difficulty in grappling with our tip of the much larger iceberg. Over the years, institutional researchers, critically aware of this inherent limitation, have often proposed a position perhaps best described by Robert S. McNamara:

> It is true enough that not every conceivable complex human situation can be fully reduced to lines on a graph, or to percentage points on a chart, or to figures on a balance sheet. But all reality can be reasoned about, and not to quantify what can be quantified is only to be content with something less than a full range of reason.

In an effort to broaden and expand institutional research methodology, it was recommended that the Association sponsor the preparation and widespread dissemination of a series of "white papers" centered on institutional research and the qualitative dimension of higher education. As mentioned previously, the problem is not unique to institutional research nor to decision making in higher education. Yet, the proposal is one which challenges the members to reach for the horizons and the boundaries of the profession and the various disciplines which underpin it.

Individual Members and Their Regions

A number of panelists and speakers supported the notion that the Association is, and should remain, an individual membership association. It follows that what we should be saying is, "What are likely to be the needs of the institutional research positions in the eighties?" Then, we ought to ask what the Association can do to meet these requirements. If the past is a fair indicator, these needs range from the practical and technical skills needed for basic and daily responsibilities to the complex, but really localized, "fit" of institutional research in specific organizational structures and policy-making processes.

We should articulate a variety of role models for institutional research. These would not necessarily fall along the traditional cuts—for example, large and small, public and private, university and community college—or along the present specialty interest lines—traditionally black colleges, the Canadian group. Clearly, there is, and will continue to be, substantial value gained from the sharing that takes place along these cuts, and the Association should continue to encourage such sharing. But the institutional contexts, that is, where the individual isntitutional researcher must be effective, simply do not parallel any of these groupings. We sometimes foster discouragement, even dismay, when we appear to suggest that unless we are doing "all of the above" and using all the technologies spread on the pages of Forum programs, that we are somehow less than *real* institutional researchers. Yet, as one panelist put it:

> Where you work and where I work are not the same place. What is expected of me and what is expected of you will never be identical. What your institution considers to be highest priority may or may not be what my institution would place in that category. What we *do* share is the need to identify and, especially, if at all possible, to develop the capacity for anticipating the major issues for our institutions.

We, of course, must have the skills and the resources to analyze the problems and to identify alternative responses. But the critical gap is between the analytical phase and the decision-making processes. How you bridge this gap will be more dependent on your institutional environment than on some generalized and preconceived notion of what is the right way for institutional research to operate.

There are many varieties of institutional context: the strong academic senate, the collective bargaining, the centralized decision making, the decentralized decision making or confederation, the "computer rich" environment and the "10 fingers rich" environment. The question really is not where you are on the organizational chart but rather how you can work most effectively within your institution. Where are the arteries? Where are the most responsive pressure points? And where are you in relation to the vital life-preserving processes of your institution? The Association must emphasize assistance to the individual institutional researcher in understanding the complex mix of dynamics and constraints, on and off each campus, and in identifying the variety of ways by which an institutional researcher can be effective. We advance the profession only by advancing the individuals in their professional roles.

There were a number of suggestions calling for the involvement, encouragement, and support of various regional associations. It was suggested that the Association might pay for guest speakers at regional meetings, that there might be an increase in the exchange among regional organizations, that regional organizations could be made more vital through the publication of their proceedings, and that there ought to be greater incentive for regional organizations to affiliate with the Association for Institutional Research.

Conclusion

Time ran out on the panel with additional members ready to offer suggestions, so one cannot conclude, with impunity, that the items mentioned represent an exhaustive list of proposals that might be drawn from the membership. It is, in fact, interesting to speculate on the many topics that were of great interest in the past but which were not raised at this meeting. The Association's publication policy, programs, and organization were hardly mentioned. Yet, these activities are, perhaps, second only to the Forum in intensity of membership activity and were, at their inception, highly controversial. Similarly, the central office was not the target of proposed change (although it was noted that it may be time for formal evaluation). Of course, lack of criticism or suggestions need not lead to complacency, yet the panel discussion does reaffirm the general proposition that we have done a lot of things right in the Association over the years. Besides the above, one can draw this conclusion on the basis of the increasing attendance each year at Forums, the prestige of the Association for Institutional Research, the impact of institutional research on individual campuses and, more generally, around the world.

In concluding this analysis on the panel discussion, I would like to reiterate my somewhat ambivalent remarks on the Long-Range Planning Committee Report. After the Long-Range Planning Committee was formed, I was impatient to see results. Nonetheless, I feel basically that change itself (as opposed to determining issues, concerns, and weighing alternatives) should be made circumspectly in the Association. My argument for continuing careful and reflective approach to implementation of proposed change is the significant success that the Association has had over the past two decades. In the space of the last ten years alone, the Association has made remarkable progress in its own evolution. We are a diverse group occupied in a wide spectrum of activities and organizations, but the "core" membership of the Association has been small and stable. Also, I feel that the members are an innovative lot, by nature and profession, so we should, from time to time, remind ourselves of our sensitivities to the need for change in response to new circumstances and also to make sure that change in organizational structure and services represents real advance.

Postscript

The past presidents' panel discussion seemed to evoke four areas in which the membership saw merit in immediate Association action. These are professional development, the international program, measures of quality, and individual members and their regions. In compliance with the vice president's directive for a brief statement, the following proposals, one in each of these four areas, were conveyed to the Executive Committee as actions which may be taken now to benefit the Association in the decade of the eighties.

1. The professional development of individual institutional researchers should become a higher priority of the Association. The specific proposal is that a *TASK FORCE ON PROFESSIONAL DEVELOPMENT* be established to study the feasibility and make recommendations on a substantial continuing education program. The Task Force should review Association

workshops, exchange and in-service programs, and publications. The Task Force study should broadly address professional development of institutional researchers, including practical questions of the delivery of any programs from the Association's perspective and that of the individual as a member of the profession and as a person. Such a study may attract non-Association funding.

2. The Association's international program should be expanded to include a *COMMITTEE OF CORRESPONDENTS* of members around the world. Generally, the committee would assist the Association in its struggle to put its international good intentions into the form of effective programs. Specifically, the committee should actively advise the Forum program chair on the location and program content of an annual *TRAILER FORUM* to be held in the spring or early fall following the Annual Forum. The Trailer Forum would comprise selected papers and presentations from the spring Annual Forum immediately preceding. The program would be supplemented by contributed materials of local interest and significance. The Trailer Forum would be held at a non-North American location.

3. There is a widely held opinion that the profession ought to give more attention to the qualitative side of the quality/quantity dichotomy. Yet, the multifarious aspects of measures, uses and significance of the quality of educational programs and their outcomes (in terms of the betterment of the life of the individual and of the community) which ought to be emphasized, and how this ought to be accomplished, have yet to be articulated. To systematize a concerted Association effort to broaden and expand institutional research methodology, it is recommended that the Publications Board sponsor preparation of a series of *WHITE PAPERS ON INSTITUTIONAL RESEARCH AND THE QUALITATIVE DIMENSION OF HIGHER EDUCATION*. The papers would be made available to the membership throughout the year and would be the basis of several sequential sessions at the 1980 Forum. A designated member of the Executive Committee should be named to provide any continuing action indicated beyond the 1980 Forum.

4. There is a clear call to the Association, undeniably an Association of individual professionals, to assist evolution of the profession and to foster attainment of the aims and purposes of the Association through a vigorous program of direct assistance to regional and other affiliated groups. It is recommended that an *AFFILIATED GROUP COMMITTEE*, chaired by a member of the Executive Committee, be formed and given the charge of preparing specific elements of a more aggressive Association program of aid to regional associations. The final report of the Affiliated Group Committee ought to be submitted to the 1981 Forum and include an evaluation of the Association's two-year experience with new programs and the cost of any proposed and/or ongoing Association programs to assist regional associations. The chair of the Committee of Correspondents should be a member of the Affiliated Group Committee.

Appendix

Background Paper Summarizing the "Long-Range Planning Survey Report" (November 1978)—for session discussion purposes

The purpose of this session is for the Executive Committee to generate three or four suggestions for action which will advance the profession during the eighties. This background paper may stimulate discussion, but it is not intended to limit the range of that discussion nor the spectrum of suggestions on which the session ultimately focuses attention and recommendation.

The Long-Range Planning Survey Report is part of a continuing effort by the Association to provide its membership with an opportunity to engage in the planning process of the organization. The survey instrument was developed by the Long-Range Planning Committee through extensive committee discussions and informal sample polling of the membership by committee members. Twelve hundred questionnaires were mailed on November 30, 1977, to the active AIR membership. A return rate of 30% was achieved. The following are condensed versions of the survey conclusions and committee recommendations.

44

Conclusions	**Recommendations**
Structure	
For the near future, the membership does not support any change in the organization structure of the Association. It is highly unlikely that the membership would support a merger effort at this time. The membership desires formally structured interest groups within AIR. However, it is not sure what precise form they should take. AIR members desire the opportunity to affiliate with state, regional, and provincial IR groups. They think AIR should be willing to support these groups with various types of service.	AIR should retain its present organization structure for the near future. However, it should begin to explore alternative structures for providing the membership with an organization model which is structurally more representative—regionally and geographically; this process should also consider how special interest groups might best be structured. AIR should not consider any merger activities at this time. If a beneficial merger possibility should appear, it is recommended that the membership be polled. AIR should undertake steps which will result in formally structured special interest groups by 1983. AIR should continue to promote and encourage state, regional, and provincial institutional research group affiliation. Such regional structures should be nurtured through the AIR newsletters and logistic support such as special session opportunities at the Forum.
Programs and Services	
The Association should take a leadership role in the professionalization and development of institutional research as a discipline. However, the establishment of standards for professional development is not favored. Research information and publications, training, and placement activities appear to be the services most desired by AIR members.	AIR should take a leadership role in the professionalization and development of Institutional Research and Planning as a discipline but should *not* attempt to set standards of professional development. *Perhaps the Association should plan a session at the Forum at which time further input from interested members, including reasons for opposition, can be solicited.* The Executive Committee is encouraged to continue providing opportunities which disseminate research information, to support and expand its publication and placement efforts, and to develop training opportunities for women and for newer members of the Association.
Membership	
The membership is highly committed to an open membership policy with a minimum of membership and voting constraints. This probably is a result of the varied backgrounds of the existing membership.	AIR should continue to pursue an open membership policy: 1. AIR should proceed with the establishment of postsecondary membership categories for individuals, institutions, and organizations. 2. Individuals, institutional, or organizational Association membership below

Conclusions	**Recommendations**
	the postsecondary level should not be pursued without soliciting additional opinions from the membership. 3. AIR should continue actively to recruit members. The regular membership classification should be extended to all persons wishing to join AIR. 4. AIR should not place any upper limits on its current membership recruitment efforts.
Finance	
The overwhelming result in the Finance section of the Long-Range Planning Questionnaire was that respondents did not answer the two items regarding fee level or assessment mechanisms and financial support proposals.	No recommendations can be made regarding "institutional" or "organizational" memberships because of the lack of data. However, it appears that information regarding the topic can be collected more appropriately from a random sampling of the presidents or trustees of colleges (both those where AIR members currently are employed and those where they are not). *AIR members could be interviewed at the Forum about their feelings toward institutional membership.*
Governance	
The membership is content with the present Association governance structure.	The present governance structure of AIR should be continued for the next five years.

Abstracts and Summaries of Contributed Papers, Seminars, Panels, Special Interest Group Meetings, and Workshops

CONCURRENT SESSIONS BY TOPIC

Institutional Research Procedures and Issues

1A	"University of North America" Simulation Exercise (workshop)
1H	Automating the President's Factbook (workshop)
1J	Long-Range Postsecondary Data Collection: HEGIS Reporting (workshop)
3I	Analytical Procedures for Interpreting Multi-Dimensional Data (workshop)
6C	Program Evaluation (papers)
13G	Institutional Research Methodology (panel)
13H	Institutional Research in the Elementary and Secondary Schools (panel)
15A	Computer Law and the Institutional Researcher (seminar)
15G	Program Evaluation (panel)
22B	Administrative Use of Institutional Research (panel)
23D	Getting Into Print: Publishing Professional Articles and Books (panel)
23G	Collective Bargaining (panel)
27E	Project CHOICE (panel)

Planning and Budgeting

1G	Planning Systems and Resource Allocation (workshop)
6A	Implementation of Planning Systems (seminar)
6F	Resource Allocation (panel)
6G	Space Utilization (panel)
7A	Federal Planning for Accountability in Programs for Students (seminar)
7B	Appropriation and Allocation of Resources (papers)
7F	Systems Approaches (panel)
7H	Computerized Planning Models, Resources, Limits, and Politics (panel)
8F	State Planning (panel)
10H	Economic Impact Studies (workshop)
10J	Network Analysis Planning Techniques (workshop)
13A	Information for Management and Planning—Decentralized or Centralized? (seminar)
13C	Cost Studies and Analysis (papers)
13F	Budgeting (panel)
15F	Cost Studies (panel)
21A	The Other Side of Accountability: Measuring Students' Use of Facilities and Opportunities (seminar)
21D	Economics and the Labor Market (papers)
21F	Integrating Unit and Central Budgeting Planning (seminar)
21G	Marketing (panel)
22A	The Role of Marketing in Higher Education (seminar)
22D	State Planning (panel)
22F	Planning in Action (panel)
23B	Facilitating Pervasive Planning (panel)
27A	The Physical Plant—A $64 Billion Question (seminar)
27F	Retrenchment Economy (panel)

Students

6B	Improving Academic Performance and Outcomes (papers)
6D	Impact of Academic Advisement upon Student Decisions (papers)
6E	Nontraditional Learning (panel)
7D	Student Recruitment Activities (papers)
7E	Student Perceptions (panel)
8C	Adapting to Adult Student Profiles (papers)
8D	Student Characteristics (papers)
8E	Instructional Evaluation (panel)
10I	Computerized Preference Registration and Data Collection (workshop)
13D	Student Attrition and Retention (papers)
13E	Student Aid (panel)
15C	Making Education Available to New Student Populations (papers)
15D	Enrollment Projection Models (papers)
15E	Student Outcomes (panel)
21B	Measuring the Level of Student Competency (papers)
21C	Student Follow-Up Studies (papers)
21E	Tracking Students (panel)

Faculty

7C	Faculty Outcomes (papers)
8G	Faculty (panel)
13B	Alternatives to Faculty Hiring Stabilization (papers)
15B	Faculty Salaries and Fringe Benefits (papers)
22C	Assessing Faculty Productivity (panel)
27G	New Twists of Tenure Policies for the Eighties (panel)

Administration

1I	The College President—A Management Simulation Game (workshop)
3H	Faculty and Administrator Evaluation (workshop)
8A	Program Discontinuance—Policies and Implementation (seminar)
8B	Postsecondary Administrators (papers)
22G	Sponsored Research (panel)
23A	Improving Managerial Competence (seminar)
23C	State Governance of Institutions (panel)
23E	Urban Universities (panel)
23F	Major Research Universities (panel)
27C	Using Power in Political Behavior (panel)

1A "UNIVERSITY OF NORTH AMERICA" SIMULATION EXERCISE—PART ONE

workshop

WILLIAM L. TETLOW, co-presenter, University of British Columbia
JOHN S. CHASE, co-presenter, Simon Fraser University

This two-session workshop is designed for newcomers to institutional research and for those who desire to obtain an overview of the range, types, and interrelationship of activities encountered in a simulated institutional research office. Part One consists of an orientation and an in-basket simulation exercise which is based upon actual problems and situations in institutional research offices.

1G PLANNING SYSTEMS AND RESOURCE ALLOCATION—PART ONE

workshop

E. MICHAEL STAMAN, presenter, Christopher Newport College

This is the first session of a two-session workshop designed to present the basic concepts which support formal planning systems and to provide examples of the implementation of the concepts.

1H AUTOMATING THE PRESIDENT'S FACTBOOK

workshop

JON S. HESSELDENZ, presenter, University of Kentucky

This is a workshop on techniques to computerize the information usually found in the factbook (enrollment statistics, financial information, degrees granted, etc.).

1I THE COLLEGE PRESIDENT—A MANAGEMENT SIMULATION GAME

workshop

STANLEY SCHATT, presenter, Revelle College, University of California-San Diego

This is a workshop to provide "hands-on" experience dealing with the many variables associated with student retention as affected by financial retrenchment.

1J LONG-RANGE POSTSECONDARY DATA COLLECTION: HEGIS REPORTING

workshop

PAUL F. MERTINS, co-presenter, National Center for Education Statistics
CURTIS O. BAKER, co-presenter, National Center for Education Statistics

This is an NCES (National Center for Education Statistics) workshop to familiarize participants with the data requirements for policy decision making in the 1980s. This workshop includes a walk-through of HEGIS reports, a review of common reporting errors, uses of data for institutional research, and reporting plans for the 1980s.

2F URBAN INSTITUTIONS

special interest group (social hour, and group dinner)

ALAN J. STURTZ, co-convener, University of Louisville
MARILYN K. BROWN, co-convener, University of Pittsburgh

This get-together provides an opportunity for informal discussion among representatives of urban institutions as a prelude to the Monday morning meeting. The main purpose of the gathering is to have the representatives meet each other and discuss the types of urban institutions at the conference, major offerings of the institutions, the communication between institutional research people and the various academic and administrative units, and the major problems being encountered.

2L CANADIAN INSTITUTIONS

special interest group (social hour and buffet dinner)

JAMES E. CURRIE, convener, University of Victoria

3A "UNIVERSITY OF NORTH AMERICA" SIMULATION EXERCISE—PART TWO

second part of a two-part workshop

WILLIAM L. TETLOW, co-presenter, University of British Columbia
JOHN S. CHASE, co-presenter, Simon Fraser University

In the second session of this two-part workshop, participants are assigned to small discussion groups, each led by an experienced institutional research director. The participants share with each other their rationale and decisions from Part One.

3H FACULTY AND ADMINISTRATOR EVALUATION

workshop

EDWIN R. SMITH, co-presenter, West Virginia University
HAROLD GOODWIN, co-presenter, West Virginia University

This is a workshop on examining a faculty and administrator evaluation model to assist participants in constructing similar models for their institutions.

3I ANALYTICAL PROCEDURES FOR INTERPRETING MULTI-DIMENSIONAL DATA

workshop

WAYNE R. KIRSCHLING, co-presenter, National Center for Higher Education Management Systems
ROBERT GRAY, co-presenter, National Center for Higher Education Management Systems

This is a workshop to help participants understand the alternative methodologies that are available for studying issues that are represented by multiple factors—in particular, to become familiar with a relatively new approach to analyzing multi-dimensional data.

4B NORTHEAST ASSOCIATION FOR INSTITUTIONAL RESEARCH (NEAIR)

special interest group (open meeting of the steering committee)

ERIC BROWN, chair, New Hampshire College and University Council

4C COMMUNITY COLLEGES—MORE FEDERAL DATA REQUIREMENTS

special interest group

TONI M. HALL, chair, TEX-SIS Support Services
MOLLY C. BROAD, Syracuse University
BETTE HAMILTON, American Association of Community/Junior Colleges
JIM F. REED, Texas Educational Information Consortium

Recently enacted federal legislation requires the collection of new data which is having a significant impact on community colleges. This session discusses the new data that is already required and present trends in federal policy toward additional data requirements as well as ways in which local institutions, organizations, etc., may have input into the development and implementation of such data collection.

4D GRADUATE STUDENTS IN INSTITUTIONAL RESEARCH

special interest group

MARY P. MARTIN, chair, Florida State University

This is a graduate students' round table where there is an opportunity to discuss relevant issues and to exchange graduate student concerns. One of the chief aims of this meeting is to acquaint graduate students with one another and, perhaps, to arrange social or other meetings during the Forum.

4E FISCAL PLANNERS

special interest group

RICHARD M. BERRY, chair, National Science Foundation
GEORGE W. BAUGHMAN, Ohio State University
SCOTT HUGHES, National Association of College and University Business Officers

The measurement of inflation on higher education and academic research is of interest and importance for fiscal planners at both the institutional and national level. One indicator of this importance is that some data show a higher rate of inflation in academe than the general economy. To provide a nationally representative index of inflation in academic research, NSF has sponsored a pilot study of four universities based on their computerized financial records. The results of that pilot study and plans for extending it to a national sample of major research universities are the subjects of discussion at this session.

4F URBAN INSTITUTIONS

special interest group

ALAN J. STURTZ, co-chair, University of Louisville
MARILYN K. BROWN, co-chair, University of Pittsburgh

This session is primarily an open forum on the problems of urban institutions—a sharing of ideas and practices regarding what institutional research people need to give to the administration and, more importantly, what we can share with each other. For example, what are or should be the quantifiable measures or characteristics of urban institutions? What data or information can be exchanged among urban institutions? What makes urban institutions comparable, and what characteristics are most important in the comparison?

4G UPPER LEVEL/GRADUATE INSTITUTIONS

special interest group

CONNIE J. McLENDON, chair, University of Texas at Dallas

"2+2 May or May Not Equal a 4-Year Baccalaureate"—this is a topic to encourage verbal interchange of ideas among Forum participants from upper level and graduate institutions, among those who have the responsibility for the articulation of programs and the transfer of students between institutions. The focus of the discussion is on successfully implemented efforts to improve interinstitutional articulation with respect to course transferability, applicability, and comparability.

5A KEYNOTE ADDRESS—ISSUES FOR THE EIGHTIES

ROBERT A. WALLHAUS, chair, Illinois Board of Higher Education
HAROLD L. HODGKINSON, American Management Associations

(Note: An edited transcript of this address begins on page 1.)

6A IMPLEMENTATION OF PLANNING SYSTEMS

seminar

RAYMOND F. BACCHETTI, chair, Stanford University
DAVID S.P. HOPKINS, Stanford University

This seminar looks at the development of planning tools. It deals with problems of institutional officers who, as they gain experience with such tools, especially models, find themselves relying on particular applications in certain kinds of planning problems. Based upon the work of a management group which has published extensively on its tools, procedures, and objectives, this seminar draws on the practical evolution of modeling and other techniques over several years during which Stanford sought (and continues to seek) proper balance between a decentralized entrepreneurial style of budgeting and a coordinated central approach to resource allocation policy.

6B IMPROVING ACADEMIC PERFORMANCE AND OUTCOMES

papers

LOUIS ROBERT KUHN, chair, Louisiana State University System

6B(1) *Decision-Process Behaviors Preferred by Department Chairpersons*

ALTON L. TAYLOR, University of Virginia

This paper reports on decision processes preferred by chairpersons. Since chairpersons are middle-manager decision makers, their effectiveness as leaders is reflected in large part by their performance in making appropriate decisions. Even though the need to improve the decision-making behavior of chairpersons is well noted, limited research has been done to provide an understanding of their decision-making behavior. Chairpersons from a community college system, a four-year college, and a comprehensive university were the subjects in the study. The findings of the study reveal the degree to which chairpersons involve their faculty in decision making and the effects of selected problem situation attributes on their willingness to share the power of decision making with their faculty.

6B(2) *Academic Leadership Development for Department Chairpersons*

THOMAS R. PLOUGH, Rochester Institute of Technology

This paper presents details about the planning, implementation, and evaluation of a four-year program in leadership development involving 100 academic chairpersons at the Rochester Institute of Technology. Factors related to the success of this program are discussed. Data were collected from interviews, participant observations, an organizational perception scale survey, and a seminar learnings checklist. An analysis of these data and the cost benefit aspects of this leadership seminar series are presented. The paper highlights the significant impact of this series as an institutional socialization process and as a catalyst for professional development activities within individual academic departments.

ERIC No. HE 011 401

6B(3) *The Study of Academic Department Performance*

ALAN C. BARE, Rutgers University

The paper proposes a systems model of academic department performance and reports an empirical test of the model in a set of twenty departments. Departmental input and process variables related to eight departmental outcomes were identified: (1) student satisfaction with their overall learning experience, (2) student satisfaction with faculty, (3) student satisfaction with academic advising, (4) student graduate school admissions ratio, (5) student employment in field ratio, (6) faculty satisfaction with departmental research quality, (7) faculty job satisfaction, and (8) degrees conferred per faculty member. The eight departmental outcomes were found to be largely independent of one another, and predicted by relatively unique patterns of departmental characteristics. Salient among the correlates of departmental outcomes were faculty workload, tenure pattern, and disciplinary differences.

ERIC No. HE 011 402

6B(4) *Working with Academic Departments*

JAMES PERKINS, Genneseo Community College
F. CRAIG JOHNSON, Florida State University

This paper describes a technique which institutional researchers can use to assist department chairpersons in balancing student needs and faculty resources. This technique provides a method for taking basic institutional data and combining it with departmental data to provide solutions to problems which cause imbalances. The proposed solutions affect the present balances between the ideal and actual ratios, the major to non-major mix, and the FTE faculty and student counts. These direct applications to specific departmental problems should provide the institutional research office with the opportunity to increase the service to academic departments.

ERIC No. HE 011 403

6C PROGRAM EVALUATION

papers

NICK L. POULTON, chair, Western Michigan University

6C(1) *An Empirical Model for the Use of Biglan's Disciplinary Categories*

JOHN A. MUFFO, University of Illinois at Urbana-Champaign
IRA W. LANGSTON IV, University of Illinois at Urbana-Champaign

The clusters of disciplines originally developed by Biglan have proven to be useful guides in working with data involving classifying or categorizing academic departments. However, at least two questions remain to be answered in working with Biglan categories: what types of data are suited for use with Biglan groups, and what methodologies are best for placing specific academic departments into Biglan categories?

This study provides data demonstrating a useful relationship between faculty instructional data and Biglan categories. It also explores several methodologies which might be used in identifying the most appropriate Biglan category for a given department.

ERIC No. HE 011 404

6C(2) *An Investigation of Case Study as an Approach to Program Evaluation*

JANE E. MILLEY, Sacramento City College

This paper presents an investigation of the case study as an approach to program evaluation. An evaluation plan that included several data collection methods (document review, interview, content analysis, attitude questionnaire survey, sociogram analysis) and emphasized the role of the evaluator as participant observer, collector and synthesizer of information, and case writer was developed. This plan was then applied to evaluate the Gordon College faculty development program at end of its first year of operation (January 1976–January 1977). Based on the experience of conducting a case study evaluation, the procedures, problems, and benefits of this approach are discussed.

ERIC No. HE 011 405

6C(3) *The Industrial Cooperative Education Program at Macomb County Community College*

EDWARD F. BREEN, Macomb County Community College
NANCY S. FREEMAN, Macomb County Community College

This study was intended to appraise the strengths and weaknesses of industrial cooperative education at Macomb County Community College. A survey was made of 481 students who had been co-ops during the years 1970 through 1975 and of 731 other students who took some of the same courses during that time. Employers who knew students from both categories were also queried. Fifty-one percent of the former students and 44% of the employers responded. Their responses were analyzed with the use of tests of significance and descriptive statistics. Co-op students, it turned out, were more likely than those who had not been co-ops to complete their studies, secure full-time program-related jobs, and to be rated by their employers as efficient. These findings have confirmed the belief of the co-op administrators and staff that industrial cooperative education at the College has been largely successful. They have made recruiting co-op students and employers easier. Finally, they have helped the College acquire and maintain grants.

ERIC No. HE 011 406

6C(4) *Federally Mandated Evaluation of Vocational Programs: One College's Response*

MIKE R. STEVENSON, Mt. Hood Community College
R. DAN WALLERI, Mt. Hood Community College

This paper describes the process and findings from the evaluation of seven of the fifty-two vocational programs offered at Mt. Hood Community College. The evaluation process was initiated to meet federal reporting requirements as well as to serve decision-making functions internal to the college. The findings reported focus on the relationship between the particular program and subsequent employment. The data base utilized was composed primarily of responses to surveys of students, employers, and instructors. Problems generated from the low response rate to mail surveys as they relate to meeting federal requirements and establishing credible data for internal decision making are also discussed.

ERIC No. ED 164 045

6D IMPACT OF ACADEMIC ADVISEMENT UPON STUDENT DECISIONS

papers

MARGARET H. ARTER, chair, Palo Verde College

6D(1) *Academic Advising and Student Attrition*

CARLA JACKSON, Columbia State Community College
(Paper presented by Margaret H. Arter)

The relationship between academic advising and student attrition is examined by describing the results of a study conducted at a private liberal arts college and by suggesting its implications for other institutions concerned with the improvement of student retention. Using a cohort analysis of entering students and beginning faculty members from 1971 to 1976, it was observed that there was a wide distribution of withdrawn students according to initial adviser and that

56

individual faculty members could not be identified as having been the advisers of a disproportionate number of withdrawn students. It was apparent, however, that new faculty members had relatively more of their incoming student advisees withdraw than did the same faculty members in subsequent years or experienced faculty members in the same year. The relationship between faculty experience at the college and the number of withdrawn advisees persisted even when controlling for the relatively larger number of incoming students assigned to new faculty members for advising, with these findings statistically significant at the .10 level or better for most of the entering student cohorts. The results from this study were incorporated into college-wide efforts to reduce the level of student attrition and they may be useful to other colleges and universities concerned with the implementation of student retention strategies.

ERIC No. ED 165 550

6D(2) *Evaluation of the Academic Advisement System in a Community College*

MADAN CAPOOR, Middlesex County College

This study was conducted to evaluate the effectiveness of the advisement system in a community college. Due to the nature of community college students, an effective academic advisement system is vital in satisfying their educational needs. Data were collected through a student and a faculty questionnaire which included questions on the background of the faculty and the students and on the process and outcomes of the advisement system. The analysis included both the use of cross-tabulations and multiple regression techniques. The findings throw light on the functioning problems and needs of an advisement system and on the use of a simple and a sophisticated statistical technique in analyzing survey data.

ERIC No. HE 011 409

6D(3) *The Frequency and Nature of Student-Faculty Contacts and Freshman-Year Educational Outcomes*

PATRICK T. TERENZINI, SUNY at Albany
ERNEST T. PASCARELLA, University of Illinois at Chicago Circle

This study tested Spady's theory that students' interpersonal relationships with faculty have an independent and direct influence not only on students' academic achievement but also on the more intrinsic outcomes of personal and intellectual growth. Multiple regression analyses of pre- and post-freshman year data indicate that even after initial characteristics are controlled, both the frequency and nature of students' contacts with faculty members are significantly related to students' academic achievement and their perceptions of intellectual and personal development since entering college. The influence of frequency and quality of contact was also found to be different for different kinds of students.

6E NONTRADITIONAL LEARNING

panel

DENISE STRENGLEIN, moderator, University of South Florida
A. NANCY AVAKIAN, University of Missouri-St. Louis
ROBERT A. ROSS, Piedmont Virginia Community College
ROBERT G. TEMPLIN, JR., Piedmont Virginia Community College

The desire to extend services to a larger population than the traditional teenage group has increased consideration of nontraditional forms of education. Old delivery methods must be evaluated in terms of changing social and economic conditions. Nontraditional instruction needs to be analyzed for both cost-effectiveness and quality. The demands of new students must be weighted against the supply of resources and the cost of shifting resources away from traditional programs. The ability to respond flexibly to encroachment into postsecondary education by organizations other than colleges and universities is a test of an institution's ability to survive.

ERIC No. HE 011 410 (Avakian, Lipsett)

6F RESOURCE ALLOCATION

panel

JOHN R. CALVERT, moderator, Loughborough University of Technology
MICHAEL E. BAKER, Carnegie-Mellon University
DAVID F. GIBSON, Montana State University
LARRY G. JONES, University of Georgia
WENDELL G. LORANG, SUNY at Albany

Inflation, collective bargaining, changing student populations, and the needs of disadvantaged students bring pressure on the central process of resource allocation. The control of this process is moving increasingly toward a political decision-making level, and institutional researchers find themselves taken out of the process as their institutions lose discretion over their own resources. In many cases, the management of scarce resources has become a problem of debt management. An objective analytical capacity is required for those who try to meet this vital challenge.

6G SPACE UTILIZATION

panel

JOHN ENGROFF, moderator, University of Vermont
W. KEVIN HUNT, Tidewater Community College
ELIZABETH A. KNAPP, SUNY at Binghamton
MARTIN PHILLIPS, State University of New York

It seems we have overbuilt for a declining student population and have not given the proper attention to the handicapped. We do not have the funds to "build around" the problem, so we must find a way to reallocate the space we have and to find a national basis for having people change the way they have always done things. Maintenance budgets are easy victims in times of reduced funds, but the long-range costs need to be estimated and presented as a part of the overall management decision-making process. The role of the institutional researcher is not clear.

ERIC No. HE 011 411 (Hunt, Sears, Tyler)

7A FEDERAL PLANNING FOR ACCOUNTABILITY IN PROGRAMS FOR STUDENTS

seminar

MARY JANE CALAIS, chair, U.S. Department of Health, Education, and Welfare
WILLIAM VAN DUSEN, Brookdale Associates
STEPHEN JUNG, American Institute for Research

The seminar centers around the theme of federal planning for accountability in the student area. Two presenters discuss specific areas of concern: (1) the need for better data and dissemination processes to protect student consumers of higher education and (2) the need for data on students receiving financial aid to evaluate the effectiveness of federal aid programs. One presenter reviews federal plans for improving control and accountability in this area.

7B APPROPRIATION AND ALLOCATION OF RESOURCES

papers

JIWAN DIXIT, chair, University of British Columbia

7B(1) *Budget Planning Models: The Crisis for Information Systems*

SHEPARD BRAUN, University of Calgary

In the current climate of higher education, the fiscal expectations confronting colleges and universities are not especially encouraging. What is even more alarming is the pervasive confusion surrounding institutional planning for both the long and short range. The dynamics of fiscal planning and the operational definitions which translate planning theory into exercises and, subsequently, into specific paths of action need to be examined. Existing budget planning models often fail to adapt to current institutional needs and contexts. One has only to scan the goals and objectives sections of many institutional planning documents to realize the divergence between planning and institutional realities.

This paper examines some of the conventional wisdom surrounding the notion of budget planning in an academic environment. The contextual implications of institutional planning processes are considered in light of various strategies available to decision makers at different levels of the organizational structure. Such factors as critical timing, use of budgeting formulas, enrollment projections and institutional priorities are discussed in terms of the maximum impact of budget planning both in the short and long term. The paper also deals with the information requirements imposed by various planning strategies.

ERIC No. HE 011 412

7B(2) *Marginal Funding: A Difference That Makes a Difference?*

DAVID G. MONICAL, Kansas Legislative Educational Planning Committee
CRAIG V. SCHOENECKER, Minnesota Higher Education Coordinating Board

This paper describes a model which allows for the assessment of alternative funding formulas for postsecondary educational systems. The first sections of the paper present a rationale and identify the characteristics of what the authors label a "practical planning model." The remainder of the paper describes the model and shows its application to a specific situation. The emphasis is on assessing the extent to which marginal funding proposals can offer a viable alternative to traditional linear enrollment-driven formulas. While the model operates at a statewide level of aggregation, it should also be beneficial to those interested in system and institutional resource allocation patterns in a period of declining enrollments.

ERIC No. HE 011 413

7B(3) *Analysis of Academic Policies, Priorities, and Budgetary Constraints—a Goal Programming Approach*

JAMES C. VAN HORN, University of Nebraska-Lincoln
SANG M. LEE, University of Nebraska-Lincoln

This paper presents a goal-programming model for analyzing resource allocation patterns in academic departments. Of particular importance is the use of the goal-programming model as a diagnostic technique to examine existing budgets and stuctures. The analysis was accomplished by testing various priority arrangements in the objective function until the model provided a "fit" for actual data from three social science departments. The process of fitting the objective function to existing data provided considerable insight into the "revealed preferences" of previous resource allocation decisions. The model's solution set allows for comparisons of resource support levels between departments and provides for the development of a schedule of variable, semivariable, and fixed costs.

7C FACULTY OUTCOMES

papers

JOHN A. MUFFO, chair, University of Illinois at Urbana-Champaign

7C(1) *Instructional Practices of Part-Time Faculty in Community Colleges*

JACK FRIEDLANDER, University of California-Los Angeles

This study compared the instructional practices of part-time and full-time instructors in community colleges. Data obtained from three nationwide surveys showed that part-time faculty in comparison to full-time faculty had less teaching experience, had less influence on the selection of materials used in their courses, used less instructional media, recommended or required students to attend fewer out-of-class activities, administered fewer tests, required fewer pages to be read, assigned fewer written reports, and participated in fewer professional development activities. Institutional factors that may have contributed to the differences between the two groups were also discussed. This study provides important information related to appropriate faculty staffing patterns.

ERIC No. ED 169 971

7C(2) *The Impacts of the Faculty Workload Emphasis on Postsecondary Education in the 1980s*

RALPH E. HENARD, University of Colorado-Denver

This paper discusses the implications of faculty workload and formula budgeting issues. Because of declining enrollments and tight resources, state legislative committees in the 1980s will likely accelerate their requests for faculty workload data related to formulas for the allocations of FTE faculty. Some of the impacts can be more stringent accountability for the use of faculty, increased faculty workload and the reduction of the quantity and quality of research, more state control over what is taught because of the emphasis on student credit hour production, and the increased unionization of faculties. These impacts have implications for institutional researchers and planners—skills in playing "the numbers game" with state committees and communicating the skills to deans and department heads.

ERIC No. HE 011 415

7C(3) *Teaching Activity Report: A Professor's Concise and Simple Summary of Individual Instructional Effort*

CHARLES W. McCOLLESTER, University of Notre Dame
RICHARD L. FARRELL, JR., University of Notre Dame

This paper discusses the Teaching Activity Report (TAR) of the University of Notre Dame. This report resulted from an effort to present professors with meaningful pieces of instructional data in a single activity summary each semester. Geared to meet the needs of the individual instructor and his superiors, the TAR synthesizes all facets of the individual's instructional effort into a concise, readily understandable format. The report has been valuable to the instructor and his or her superiors, the TAR synthesizes all facets of the individual's instructional effort into a concise, readily understandable format. The report has been valuable to the instructor as a realistic yardstick of his or her ability to meet changing challenges and valuable to superiors who attempt to make the best possible use of the individual's talents and interests.

ERIC No. HE 011 416

7C(4) *Effects of Size within Two Institutes of Technology*

JEAN-JACQUES PALTENGHI, Federal Institute of Technology (Switzerland)
GEORGES-ANDRE GRIN, Conseil des Ecoles
ALBERT FRITSCHI, Ecole Polytech Federale
MARTIN KRAUS, Ecole Polytech Federale

This paper presents some aspects from a study designed to illustrate relations between the size of units and their teaching, research, and service outputs. Resources and outputs were measured by means of indicators: total expenditure, hours of teaching, publications, citations, etc., size being defined by reference to expenditure on staff. The principal results achieved by a graphic but sectorial approach are set out first, relating mainly to research activities and outside services undertaken by institutes. An attempt at a multidimensional analysis is then described as a method better able to explain the overall performance of a teaching and research unit.

ERIC No. HE 011 417

7D STUDENT RECRUITMENT ACTIVITIES

papers

JEANNE E. BUDIG, chair, Lincoln University

7D(1) *The Influence of Student Recruitment Activities: Relationship between Experiencing an Activity and Enrollment*

JOHN M. BRAXTON, Northeastern Illinois University

The purpose of this paper was to report on the findings of a study designed and conducted to help discern the relationship between experiencing various student recruitment activities and enrollment. The accepted applicants for the class of 1981 at a selective, private, undergraduate institution of approximately 2,300 students were the subjects of this study. Survey instruments were mailed to the population of accepted applicants during the summer of 1977. The findings indicated that there is almost no relationship between the off-campus contacts and enrollment yield, while moderate correlations between on-campus contacts and enrollment yield were observed. Enrollees were defined as those who paid the admissions deposit.

ERIC No. HE 011 418

7D(2) *An Assessment of College Recruitment Literature: Does the High School Senior Understand It?*

RUSSELL JOHNSON, University of Michigan
DAVID CHAPMAN, University of Michigan

This study investigated college catalogs. Catalogs were requested of a stratified random sample of 100 institutions, representing research universities, comprehensive colleges and universities, liberal arts colleges, and two year colleges. The readability level was assessed by using the Flesch Reading Ease Formula in analyzing three randomly selected passages from each catalog. Understanding of admissions terminology was assessed by having 150 high school seniors complete an 18-item multiple choice test. These findings were related to development of college recruitment literature and responsiveness to provide students with better information.

ERIC No. HE 011 419

7D(3) *Institutional Research in Support of Recruitment: Diagnosis and Treatment*

RUTH C. HOLLINGER, Pennsylvania State University
LOUIS M. SPIRO, SUNY at Brockport
CAROL L. EVERETT, Pennsylvania State University

This paper assesses the institutional research techniques used in support of student recruitment. By evaluating a dozen efforts completed in the past two years, Penn State helps other investigators avoid the perils of irrelevant results on one side and extravagant expenditures on the other. Suggestions about the advantages and problems accompanying modeling, data base analysis, and several types of surveys are generalized to benefit institutions planning studies to maintain enrollments.

7D(4) *Development of a Comprehensive Recruitment Program Targeted at the Penn State Student Markets*

LOUIS M. SPIRO, SUNY at Brockport
JOSEPH L. McCALLUS, Pennsylvania State University

This paper proposes a more efficient approach for student recruitment. Individual high school data have been obtained to represent the total, potential, and actual Penn State markets. Determining the most important characteristics and grouping similar schools into types provided new opportunities for recruitment strategies. The results are a generalized time sequence of recruitment activities and a specific calendar of individual high school strategies for the institution. Evaluation and modification of these recruitment activities should correspond with changes in the student environment. This approach should be useful to others faced with developing effective, efficient recruitment programs.

ERIC No. HE 011 420

7E STUDENT PERCEPTIONS

panel

ALLEN H. KUNTZ, moderator, SUNY at Buffalo
C. MONIKA CHANDLER, SUNY at Buffalo
H. WILLIAM COLES III, SUNY at Buffalo
LARENE N. HOELCLE, SUNY at Buffalo
HEDWIG S. LEWANDOWSKI, SUNY at Buffalo
PAUL A. SUCCOP, SUNY at Buffalo
HELEN S. WYANT, SUNY at Buffalo

This presentation addresses two major themes: the value of college attendance and the attrition-retention phenomenon. Longitudinal and cross-sectional research have provided a data base of fifteen years duration from which inferences are made concerning perceived institutional mission, fulfillment of mission, and the value of college attendance in personal, interpersonal, social, vocational, academic, and intellectual areas. Contrasts of various perceptions of incoming freshmen who later became dropouts, stopouts, or persisters are made. Implications for the reduction of attrition and direction of institutional attention to outcomes in student lives are presented.

7F SYSTEMS APPROACHES

panel

D.R. COLEMAN, moderator, University of Central Florida
NORMAN M. FISCHER, Washington Council for Postsecondary Education
PHILLIP SHRAGGE, Grant MacEwan Community College
EDWARD P. ST. JOHN, Missouri Department of Higher Education
SHARON TOPPING, State University System of Florida

The process of developing institutional research models should be a part of an overall planning process rather than a specific solution to a problem. The uses of any system need to be given careful attention to assure ease of access for multiple audiences. The ever-present problem of cost-effectiveness needs to be studied to be sure the size of the system is related to the size of the application.

ERIC No. JC 790 352 (October 1979) (St. John)

7H COMPUTERIZED PLANNING MODELS, RESOURCES, LIMITS, AND POLITICS

panel

ERIC KURTZ, moderator, Harvard University
DANIEL A. UPDEGROVE, EDUCOM
NATHAN DICKMEYER, American Council on Education
RANDALL PORTER, University of California-San Francisco
RAYMOND F. BACCHETTI, Stanford University

As generalized planning models and modeling languages become increasingly available, managers and planners can move easily from manual to computerized simulations of budget and other planning variables. Political considerations, therefore, become more important: Who owns the model? Who controls the modeling process? What are the limitations of computerized planning models?

63

8A PROGRAM DISCONTINUANCE—POLICIES AND IMPLEMENTATION

seminar

EDWARD A. DOUGHERTY, chair, University of Michigan
THOMAS LANGFITT, University of Pennsylvania
FREDERICK VOLKWEIN, SUNY at Albany

Unfortunately, program discontinuance is likely to be a concern in the near future. AIR members should be able to capitalize on the experience of institutions which have already had to discontinue programs. Although the focus is on the role of data collection and analysis in the discontinuance process, there is also exploration of the whole sequence of events and problems that occur and the range of approaches to program discontinuance.

ERIC No. HE 011 422 (Dougherty)

8B POSTSECONDARY ADMINISTRATORS

papers

RICHARD D. HOWARD, chair, West Virginia University

8B(1) *Career Development of Postsecondary Administrators*

ALAN C. BARE, Rutgers University

This paper reports the test of a model of administrator development. The study was conducted in the twenty-one colleges, graduate and professional schools of a major state university system. Data were gathered from 494 members of the administrative cadre of these units. Administrator development was measured in three ways: (1) individual rate of advancement, (2) perceptions of mobility and "success," and (3) perceptions of personal "growth" and development. Fifteen variables hypothesized to predict administrator development were measured. These independent variables were regressed against the dependent variables (e.g., rate of advancement). Five predictors emerged. Across the population of administrators, rate of advancement is higher among administrators who:

1. Experience formal performance appraisals
2. Work in departments where rewards depend upon performance
3. Lack comprehensive personal development plans
4. Report individual/organizational work goal integration
5. Are relatively young.

Three additional variables were found to be related to rate of advancement of either junior, mid-level, or senior administrators analyzed as subsamples.

ERIC No. HE 011 423

8B(2) *Two Related Research Studies: Identification of the Need and Means for Enhancing the Performance of College and University Administrators*

STEVEN G. OLSWANG, University of Washington
WILLIAM D. COHEN, Green River Community College

This paper presents the findings of two studies designed to identify the causes of perceived inefficient administrative performance in universities. The first examined operational dissonance among the three levels of academic administrators in complex universities, and the second examined task-specific tension levels, stress levels, and their effects on the quality of administrator decision making. The findings indicated the existence of inappropriate administrator behavior leading to dysfunctional operations. Remediation methodologies to alleviate the identified problems are postulated. This paper will be beneficial to those involved in developing administrative development programs.

ERIC No. HE 011 424

8C ADAPTING TO ADULT STUDENT PROFILES

papers

MARYANN E. STEELE, chair, St. Edward's University

8C(1) *Americans in Transition*

CAROL B. ASLANIAN, The College Board

This paper discusses the life events or transitions which trigger adults to learn something new—either on their own or through formal instruction. To determine what might cause an adult to seek learning, 1500 adults were interviewed by telephone and 100 face-to-face interviews were held with adults who defined themselves as "learning something." They were asked a variety of questions to determine their life circumstances, their participation in learning, and transitions associated with that participation. The results and conclusions of this study will be useful to providers of instruction in helping them identify adults who will go to school, determine both the subject area and conditions for learning preferred by those adults, and provide additional services to aid adults in making decisions to go back to school.

8C(3) *The Middle-Aging Eighties in San Diego: Prospects for Lifelong Learning*

THOMAS R. MASON, MIRA Incorporated

The paper summarizes the findings of a comprehensive educational program-planning study completed for two major units of the San Diego Community College District. Demographic, economic, and urban ecology forecasts to 1995 were used as a basis in predicting which instructional and community service programs would be needed to respond to potential community development. The decrease in the under-30 age group and great increase in the over-30 age group emphasize the need to target programs toward adult developmental education and recurrent education for specific groups to meet personal and career needs of the various constituencies.

ERIC No. HE 011 425

8C(5) *Adapting to Changes in the Characteristics of College-Age Youth*

CATHY HENDERSON, American Council on Education
JANET C. PLUMMER, American Council on Education

This paper discusses enrollment mix concerns of the 1980s. The number of traditional college-age youth (18–24) will start to decline in the early 1980s. The reduction in college enrollments of youth will not be uniform across the country. Overall, half of the states are projected to maintain relatively stable undergraduate enrollments between 1975 and 1985. In addition, the characteristics of youth will be different in the next decade. If college officials develop a profile of their current student body, they will be better able to project the impact of these demographic changes on their institutions and develop recruitment and retention strategies to help maintain stable enrollments.

8D STUDENT CHARACTERISTICS

papers

DONALD J. REICHARD, chair, University of North Carolina at Greensboro

8D(1) *An Examination of the Differences in Background, Special Needs, Extracurricular Activities, and Special Ability Areas of Black and White Freshman Applicants to a Predominantly White University*

DONALD J. REICHARD, University of North Carolina at Greensboro
NORMAN P. UHL, North Carolina Central University

Increased interest in the recruitment of black students to predominantly white colleges and universities resulted in the examination of differences in background characteristics, special needs, extracurricular activities, and special ability areas of black and white freshmen in the admitted and enrolled (N=991), accepted-no show (N=864), rejected (N=380), and prospective applicant (N=3393) groups at a predominantly white southern university enrolling approximately 10,000 students.

Utilizing data from the Student Descriptive Questionnaire developed by the College Entrance Examination Board, significantly different characteristics of black and white applicants were identified within and among applicant groups. Differences in the characteristics of prospective black applicants who elected to attend traditionally black (N=226) and traditionally white (N=343) institutions were also identified and discussed.

ERIC No. HE 011 426

8D(2) *Comparison of Course-Taking Behavior of Traditional Full-Time and Part-Time Evening Students*

CYNTHIA A. LINHART, University of Pittsburgh
JOHN L. YEAGER, University of Pittsburgh

During the 1980s, a demographically induced incline in traditional undergraduate enrollments is expected. At the same time, changes in the composition of students enrolling in institutions of higher education are expected to emerge. The influence that selected characteristics such as sex, race, and enrolling status will have on course election patterns and concurrently on program demand will be of significant importance to institutions in planning and resource allocations. This study compares, through multivariate profile analysis, the course election patterns of traditional full-time and part-time evening students enrolled in the similar academic programs and examines the differences associated with selected undergraduate student characteristics at one institution during the 1977–78 academic year.

8D(3) *A Longitudinal Study of First-Time Community College Students: An Examination of Selected Characteristics*

W. KEVIN HUNT, Tidewater Community College
WANDA F. THOMAS, JRB Associates, Inc.

66

The purpose of the study was to examine data representative of first-time students at Tidewater Community College in an effort to identify changing trends among certain subgroups of new students. Longitudinal data, collected each fall quarter between 1973–1977 from first-time students, were incorporated in the analyses. A series of contingency tables were developed to represent numerous demographic and socioeconomic variables and educational and occupational goals. Changes in trends among first-time enrolling students were identified, particularly across race and sex within race. The results provided information to support administrative planning on recruitment, admissions, counseling, and curriculum evaluation.

ERIC No. HE 011 427

8D(4) *Characteristics of Two-Year Community College Graduates: The Use of Discriminant Analysis to Differentiate between Transfer and Occupational/Technical Students*

W. KEVIN HUNT, Tidewater Community College

The major purpose of this study was to examine specific measures with the intent of differentiating between transfer and occupational/technical graduates from a community college. A discriminant analysis procedure was used to identify distinguishing descriptors between these two graduate groups. Examination of the discriminant function provided information for the development of a general profile of graduates based on academic status. Development of the profile increased institutional awareness of the major differences between graduates by supplying descriptive information about graduates rather than simple numerical data.

ERIC No. HE 011 428

8E INSTRUCTIONAL EVALUATION

panel

GUSTAVE G. WENZEL, moderator, Miami-Dade Community College
LARRY A. BRASKAMP, University of Illinois
W. CHARLES LAW, Texas Southern University
KIRK F. MINNICK, University of New Mexico
RODNEY W. YOUNG, University of New Mexico

Grade point averages, entrance exams, and placement tests are used to admit students and to advise them on academic career paths. As student populations change and legal appeals procedures are clarified, institutions need to reexamine the basis on which they make decisions about students. Institutional researchers can be expected to play an important role in bringing objectivity and balance to the analysis used to support institutional decisions.

8F STATE PLANNING

panel

DAVID J. ZAUMEYER, moderator, St. John's University
MARK D. JOHNSON, Washington Council for Postsecondary Education
NORMAN KAUFMAN, Western Interstate Commission for Higher Education
GERALD H. LUNNEY, Council of Independent Kentucky Colleges and Universities
ERIC D. WATTERS, University of Kentucky
RICHARD F. WILSON, University of Illinois at Urbana-Champaign

It has become increasingly evident in recent years that state legislators are demanding more accountability of state-supported educational institutions. The most likely prospect for the 1980s is increased scrutiny of growing budgets. Despite these concerns, however, little information is being exchanged between institutions and legislatures to explain existing conditions or future needs beyond *traditional* reporting practices. Stewardship accounting based on line-item budgeting, HEGIS surveys, and other institutional financial reports prepared for federal agencies would not appear to have high utility for policymakers at the state level given the types of decisions that need to be made as resources dwindle and competition for available funds increases.

ERIC No. HE 011 429 (Chance, Johnson)

8G FACULTY

panel

ROBERT L. ABEL, moderator, Texas College and University System
HARRY BUTLER, San Diego State University
PAUL C. HOLMAN, University of Wisconsin-Stevens Point
J. STANLEY LAUGHLIN, Idaho State University
DAVID L. RUMPF, University of Massachusetts-Amherst
ALAN SIMAN, San Diego State University
SHU-O W. YANG, Kent State University

Several problems cause institutional researchers to interact with faculty. In addition to faculty and administrator issues, there are concerns about part-time faculty, tenure, professional leave, faculty turnover, tenure density, ability to forecast retirement rates for alternative retirement policies, hiring new faculty under steady-state funding, evaluation of faculty, and questions as to how these issues will be changed by the forces at work during the Eighties. Each issue takes on additional significance when set against a background of declining resources and changing priorities. We must have philosophies and analytic techniques that will permit us to proceed with confidence.

8J TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES (TBUC)

special interest group

CHARLES I. BROWN, chair, Fayetteville State University
J. STEVEN WELSH, Xavier University of Louisiana
JOHN H. MATLOCK, Tennessee State University

This session featured two presentations: "The Financial Health of the Traditionally Black Graduate Schools" (Welsh) and "A Blueprint for Merging Higher Education Institutions: A Case Study of the Planning of the Merger of Tennessee State University and the University of Tennessee at Nashville" (Matlock).

ERIC No. HE 011 430 (Lynch, Welsh)

10G PLANNING SYSTEMS AND RESOURCE ALLOCATION—PART TWO

second part of a two-part workshop

E. MICHAEL STAMAN, presenter, Christopher Newport College

This is the second session of a two-session workshop designed to present the basic concepts which support formal planning systems and provide examples of the implementation of the concepts. It features discussion and critique of the completed exercises distributed in the first session.

10H ECONOMIC IMPACT STUDIES

workshop

FLETCHER F. CARTER, co-presenter, Radford University
RICHARD MANAHAN, co-presenter, Radford University

This two-hour workshop is designed for those persons who are interested in conducting a study of the economic impact of their institution on the local community. No prior experience is necessary. The workshop consists of a short introduction followed by a conducted run-through of business impact models and government impact models. The workshop uses materials developed by Caffrey and Isaacs for the American Council on Education (ACE) Study (Estimating the Impact of a College or University on the Local Environment) as well as materials developed by the presenters.

10I COMPUTERIZED PREFERENCE REGISTRATION AND DATA COLLECTION

workshop

MARY ALYCE ORAHOOD, University of Arkansas at Little Rock

The workshop is designed to provide live, on-line, ''hands-on'' experience in computerized registration and data collection with emphasis on utilization of student information for management decision making as well as reporting. The system to be demonstrated is currently operational at the University of Arkansas at Little Rock.

10J NETWORK ANALYSIS PLANNING TECHNIQUES

workshop

WILLIAM L. TETLOW, presenter, University of British Columbia

This is a lecture/lab workshop designed to instruct participants in the application of network analysis techniques to institutional research problems. Topics covered include Critical Path Methodology (CPM), Program Evaluation and Review Techniques (PERT), and flowcharts. Theory and application are presented with visual aids as well as individual and small-group exercises.

11B EDITORS' ROUND TABLE

open discussion

JOAN S. STARK, moderator, University of Michigan
MARY E. CORCORAN (Forum Publications), University of Minnesota
DOUGLAS A. MATHEWSON (Newsletter), University of Nevada System
CHARLES F. ELTON (Research in Higher Education), University of Kentucky
MARVIN W. PETERSON (New Directions for Institutional Research), University of Michigan

Editors of the AIR publications discuss the roles and goals of their publications. Come and give them your ideas and opinions on how AIR can best use these publications to enhance the professional development of members, strengthen the Association, and advance the field of institutional research. Afterward, the panel editors are available for individual discussions.

(Note: Richard R. Perry, editor of the Professional File, was unable to attend.)

11C COMMUNITY COLLEGES—CONDUCTING A COMMUNITY IMPACT STUDY

special interest group

GEORGE A. CLOVIS, chair, Parkersburg Community College
FRANK ARMIJO, National Center for Higher Education Management Systems
RICHARD OLIVANTI, Kalamazoo Valley Community College

To help community colleges assess their services to their communities, this session discusses procedures for conducting a community impact study. The discussion includes the following: problems that will be encountered and possible solutions as well as potential uses for the study in discovering unmet community needs, improving planning, and demonstrating institutional accountability and productivity. The presentation/discussion is led by Frank Armijo, of the NCHEMS staff, with assistance from community college practitioners.

11D CANADIAN ISSUES IN THE EIGHTIES

special interest group

JAMES E. CURRIE, chair, University of Victoria

This session focused on a paper by W. Garnett Picot entitled "Postsecondary Graduates and the Labour Market in Canada: The 1970s and 1980s," which presented an opportunity for reaction, comments, and discussion on issues particular to higher education in Canada. Commentators from each region of Canada responded.

11E INSTITUTIONAL RESEARCH COUNCIL OF ELEVEN (IRCE)

special interest group

TIMOTHY J. DELMONT, co-chair, University of Minnesota
RICHARD B. HEYDINGER, co-chair, University of Minnesota

Using one or two brief presentations of current practice and problems at IRCE institutions to provide a focus, the discussion centers on methods of translating institutional planning and research into effective budgetary decisions.

70

11F USERS OF COMPUTERS IN INSTITUTIONAL RESEARCH

special interest group

CHARLES R. THOMAS, chair, CAUSE

Viewpoints, experiences, institutional research applications, and suggestions are exchanged among those using computers in their jobs. Special attention is given to those institutional research activities which go beyond the normal "massaging" of institutional operational data. Topics include the use of stand-alone, desk-top minis and micros, or terminals, which might give an institutional research office its own sub-files and quick interactive problem-solving capability.

11H INSTITUTIONAL RESEARCHERS IN ELEMENTARY AND SECONDARY SCHOOLS

special interest group

THOMAS H. SATERFIEL, chair, Mississippi State University
DAVID CARLISLE, Amador/Pleasanton School Districts (California)

One issue of the Eighties will be the possibility of expanding the AIR membership to include institutional researchers (more commonly known as research and evaluation specialists) in the elementary and secondary schools. This panel discusses the advantages and disadvantages of making such an expansion. Emphasis is given to the types of decisions which face elementary and secondary school administrators and the need these admnistrators have for good data to aid in the decision-making process. This session also gives attention to the benefits which could be realized from the sharing of information between these two groups.

11L AIR PAST PRESIDENTS: OLD BOYS AND GIRL CLUB

special interest group (breakfast meeting)

JAMES W. FIRNBERG, convener, Louisiana State University System

Eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat, talk, eat. Talk, eat, talk, eat, talk, eat, talk, eat.
Pay the bill.

12A FORUM ADDRESS AND PRESIDENTIAL ADDRESS

MOLLY C. BROAD, chair, Syracuse University

12A(1) FORUM ADDRESS—EDUCATION IN THE EIGHTIES

STEPHEN J. WRIGHT, The College Board

(Note: The text of this address begins on page 15.)

12A(2) PRESIDENTIAL ADDRESS—INSTITUTIONAL RESEARCH IN THE EIGHTIES

ROBERT A. WALLHAUS, Illinois Board of Higher Education

(Note: The text of this address begins on page 21.)

13A INFORMATION FOR MANAGEMENT AND PLANNING—DECENTRALIZED OR CENTRALIZED?

seminar

RICHARD B. HEYDINGER, co-chair, University of Minnesota
DONALD M. NORRIS, co-chair, University of Houston

Early computing systems led to the establishment of centralized planning systems and data bases which ran counter to the norms of academic governance. With advances in computing, institutions have the opportunity to establish planning systems which are congruent with decentralized academic governance. Yet, the forces toward centralization also remain. In a debate format, both sides of these issues are advocated.

13B ALTERNATIVES TO FACULTY HIRING STABILIZATION

papers

HARRY BUTLER, chair, San Diego State University

13B(1) *Young Investigators: Problems, Options, and Opportunities*

ROBERT R. TRUMBLE, National Science Foundation

This paper concerns declining opportunities for young faculty primarily due to reductions or leveling of enrollments coupled with low faculty turnover. Recently, active interest in young investigators or faculty has been expressed within the academic, science, and government communities. The objective of several alternatives discussed is to maintain or improve the nation's research efforts through greater utilization of young investigators. A concomitant feature of this objective is increased employment opportunities, mainly in academia, for young Ph.D.'s. Assumptions related to productivity of young researchers, length of time that assistance will be needed, and forms of support are reviewed. Data collected from universities by NSF formed the basis for the analysis.

ERIC No. HE 011 431

13B(2) *Faculty Flow in a Medical School—A Policy Simulator*

KENNETH L. KUTINA, Case Western Reserve University
EDWARD A. BRUSS, Case Western Reserve University

This paper describes a computer-based simulation model which can be used in an interactive mode to analyze the effects of alternative hiring, promotion, tenure granting, retirement, and salary policies on faculty size, distribution, and aggregate salary expense. The model was designed to be adequately flexible and comprehensive to incorporate the array of faculty appointment and tenure types found in medical schools throughout the United States. It has been implemented and tested on data from the Case Western Reserve University School of Medicine. This project was conducted under subcontract from the Association of American Medical Colleges and funded in part by the National Library of Medicine.

ERIC No. HE 011 432

13B(4) *Toward Indicators of Institutional Vitality of Small, Private Colleges: A Case Study and Generalization*

THOMAS H. MAHER, Wichita State University
JAMES A. EBBEN, Siena Heights College

This study focuses on Siena Heights College and its efforts both to develop interventions into the environment and the methodology to assess their overall effectiveness. Assessing the vitality of the small, private college environment is difficult but essential for survival during the 1980s. Researchers need a methodology for looking at specific questions of vitality, and practitioners need tools to detect in advance the subtle shifts in the quality of institutional environments which affect the performance and well-being of those within. Identifying indicators of the health of an institution is essential for controlling and maintaining the kind of environment conducive to producing, supporting, and nurturing the creative energies so vital to the survival of this type of institution.

ERIC No. HE 011 433

13C COST STUDIES AND ANALYSES

papers

RICHARD L. SAWYER, chair, American College Testing Program

13C(1) *Size and Efficiency*

GERALD W. McLAUGHLIN, Virginia Polytechnic Institute & State University
JAMES R. MONTGOMERY, Virginia Polytechnic Institute & State University
ALVIN W. SMITH, Virginia Polytechnic Institute & State University
BEATRICE T. MAHAN, Virginia Polytechnic Institute & State University
LARRY BROOMALL, Virginia Polytechnic Institute & State University

While it has long been assumed that it takes some optimum size in order to obtain a sufficient critical mass to have an economy of scale operation, little substantive study has been devoted to the topic. This paper looks at the relationship between enrollment and costs at colleges and universities. The question under study is whether large size provides economy of scale for operating. The question, unfortunately, is masked by the complexity of an institution. The manner in which complexity, size, costs, and enrollment interrelate is the substance of this paper. The findings suggest that curricula and complexity have an exceedingly important bearing on per student costs.

ERIC No. HE 011 434

13C(2) *Comparative Cost Analyses for Major Research Universities*

RICHARD L. MANN, University of Kansas
DEBORAH J. TEETER, University of Kansas

The purpose of this paper was to compare the NCHEMS Information Exchange Procedures (IEP) and the Kansas cost analysis approach for comparing data among similar institutions. Over the last two years, the University of Kansas simultaneously participated in these two major university cost analysis projects. It is the intention of this paper to provide some guidelines and recommendations to major research unversities (MRU) planning to engage in comparative cost studies. The paper discusses the applicability of IEP for MRU cost comparisons, the application and results of different costing methodologies, and the question of whether major research universities are a homogeneous group within which to make valid comparisons.

13C(4) *Integrating Multiple Criteria Procedures for Improving Student Quality and Reducing Cost per Graduate*

GERALD L. JONES, U.S. Air Force Academy
RISDEN J. WESTEN, U.S. Air Force Academy

This paper addresses the problem of reducing the cost of operating an institution of higher learning while maintaining the same number of graduates. The approach used was to examine the feasibility of reducing the number of dropouts while maintaining or improving the quality of graduates through the use of improved student selection methods. Graduate quality was measured with a two-factor academic performance variable and an index of student military performance, both of which are related to graduate success as a military officer. Canonical correlation was used to provide a simultaneous evaluation of the three criterion variables and an extensive set of predictor variables. Both the method and findings will be useful to planners and researchers.

ERIC No. HE 011 435

13D STUDENT ATTRITION AND RETENTION

papers

R. RICHARD GODFREY, chair, Air Force Medical Service Center

13D(1) *Toward the Validation of Tinto's Model of College Student Attrition: A Review of Recent Studies*

PATRICK T. TERENZINI, SUNY at Albany
ERNEST T. PASCARELLA, University of Illinois at Chicago Circle

This paper describes the salient findings of five studies undertaken to assess the construct validity of Tinto's model of college student attrition. The studies are based on three independent data collections over a three-year period and indicate that students' informal contacts with faculty members are consistently related to subsequent attrition decisions. Background characteristics, by themselves, appear not to be reliably related to attrition, but they are significantly involved in the ways they interact with the college experience. Sex-by-experience interactions appear to be particularly influential. The findings suggest that Tinto's model is a conceptually useful framework for addressing student attrition—whether it is used for future study or in seeking practical action.

13D(2) *A Longitudinal Study of Attrition: A Case Study at a State University*

JEAN J. ENDO, University of Colorado
RICHARD L. HARPEL, University of Colorado

As part of a student outcomes model, this study examined attrition in the 1975 freshman class at the University of Colorado with longitudinal survey data from nonreturning students and those currently enrolled. Discriminant analysis was used to identify factors that distinguished among persisters, academic dismissals, stopouts, and transfers. The study found that academic ability and frequency of using academic and vocational advising sources were the most important distinguishing variables while others, such as importance of intellectual goals, hours worked, and number of hours per week spent studying, were also significant. Some differences were found by sex and when comparing persisters with all types of nonpersisters combined into one group. This study points out the importance of academic and support services on campus and also shows the utility of discriminant analysis in identifying potential dropouts.

ERIC No. HE 011 436

13D(3) *Attrition-Completion Study in an Open University*

PETRA HAMMER, Athabasca University
W.A.S. SMITH, Athabasca University

This paper describes the results of an attrition and completion study at an open university. The questionnaire used in this study asked students to indicate why they withdrew or completed the course and to specify the conditions under which they could pursue their studies. Of the 58 questionnaires mailed, 55% of the withdrawal questionnaires and 86% of the completion questionnaires were returned. The findings impact many subdivisions of the university. Six areas emerged as having possible policy implications. These include pacing/timeline restrictions on student progress, range of advanced course offerings, credit/noncredit options, course improvements, stop-out students, and open admissions. The findings should be beneficial to academic planners and administrators.

ERIC No. HE 011 437

13D(4) *The Development and Use of a Computerized Data Base for Monitoring Student Retention*

BETTY TILTON, Florida State University

This paper discusses the development, maintenance and use of an information system designed to provide Florida State Unviersity administrators with both baseline and ongoing information on student retention. The impetus for the development of the information system came from the charge to study persistence of black students and from a need to consider the initiation of programs that might reduce attrition rates. Since there was virtually no easily accessible retention information available, a system was designed using a high-level language (MARK IV) that would provide a current view of retention problems as well as the capability to monitor the effects of programs initiated to influence attendance patterns. Both the procedure and information system design should be beneficial for retention studies.

ERIC No. HE 011 438

13E STUDENT AID

panel

EUGENE CRAVEN, moderator, University of Wisconsin System
ERIC BROWN, New Hampshire College and University Council
THOMAS A. HOPKINS, Carlow College
THOMAS LINNEY, ERIC Clearinghouse on Higher Education

RONALD H. MILLER, The College Board
JOSEPH F. PHELAN, Citizens Scholarship Foundation of America
KATHLEEN ROSS, Fort Wright College

Some studies assert that rising costs have become a significant barrier to higher education for many people, while other recent studies contend that costs are not a limiting factor in student access to higher education. Given these contradictory views, the purpose of this panel is to provide a forum for audience participation in the discussion of such questions concerning student aid as these: Are current financial aid programs dealing effectively with rising costs, or have student costs become a significant barrier? If costs are a barrier, what changes can be made to aid financial policies and programs to reduce this barrier? Have rising costs become a problem for part-time students? Do adult learners also require financial assistance, or are there other more important barriers to their participation in higher education?

ERIC No. HE 011 439 (Linney, Ross)

13F BUDGETING

panel

RICHARD G. DUMONT, moderator, Tennessee Technological University
S. BALACHANDRAN, University of Illinois at Chicago Circle
JOSEPH J. GEIGER, University of Colorado
VERNON A. MILLER, University of Illinois at Chicago Circle
THALY NILSSON, University of Uppsala

As many institutions face the potential of enrollment stabilization or decline, there is a greater concern about the utility of enrollment-driven funding policy. Meanwhile, there is an emerging interest in tying funding to performance. Performance funding versus enrollment funding thus appears to be a major issue for the Eighties. The issue is an international one. This issue can create sensitive professional–political interactions, and institutional reasearchers can bring additional objectivity to these interactions. Factors central to the issue are explored by a panel representing both American and Swedish institutions.

ERIC No. HE 011 440 (Geiger)

13G INSTITUTIONAL RESEARCH METHODOLOGY

panel

JOE L. SAUPE, moderator, University of Missouri
MARY W. BOOTH, Grossmont College
PAUL B. CARNEY, Florida State University
WILLIAM D. HAMILTON, Oregon Department of Higher Education
BARBARA J. HILLMAN, University of Calgary
DOUGLAS A. LIND, University of Toledo
ROBERT M. OLIVER, University of California
BERNARD S. SHEEHAN, University of Calgary
JOHN D. TURNER, Grossmont College
DAVID R. WITMER, University of Wisconsin-LaCrosse

A fundamental question for the profession of institutional research and for its association is this: What is the substance of institutional research? What is it that we come to our Forums to learn? What should be the content of our literature? What are the proper topics for our programs of professional development? What types of contributions advance our profession? The proposition examined in this discussion is that, unlike other professions, the products of our research are typically specific to individual colleges and universities and not generalizable; hence, the defining substance of institutional research is its methodology. As a basis for discussion of this proposition, panelists share new contributions to institutional research methods.

ERIC Nos: HE 011 441 (Saupe)
HE 011 442 (Carney)
HE 011 443 (Lind)
HE 011 444 (Marshall, Oliver)
HE 011 445 (Hillman, Sheehan)
HE 011 446 (Booth, Turner)
HE 011 447 (Hamilton, Wish)
HE 011 448 (Witmer)

13H INSTITUTIONAL RESEARCH IN THE ELEMENTARY AND SECONDARY SCHOOLS

panel

ALTON L. TAYLOR, moderator, University of Virginia
VICTOR W. DOHERTY, Portland Public School System
THOMAS H. SATERFIEL, Mississippi State University

Three panel participants offer some examples of institutional research in elementary and secondary schools: "Creating a Customized Achievement Test for Curriculum Development," "TRACER: A Curriculum Management Model" and "PREPS: A Cooperative Venture in Institutional Research."

14S LUNCHEON ADDRESS—ACADEME 1984

WERNER LENDENMANN, host, University of California–San Diego
PAUL SALTMAN, University of California–San Diego

(Note: An edited transcript of this address begins on page 27.)

15A COMPUTER LAW AND THE INSTITUTIONAL RESEARCHER

seminar

JOHN C. LAUTSCH, chair, Davis, Stafford, Kellman, and Fennick

The field of computer law is strange to most AIR members since AIR people tend to be users of Management Information Systems rather than producers of them. As institutional researchers become more heavily involved with program evaluation in the future, they will become primary collectors of information about the participants in programs (e.g., faculty scholarly production, student test scores, student evaluations of instruction, admissions information, and student records). As regulation of information held in computers becomes more pervasive, the issues of computer law will become crucial to the collection and use of data bases in computer systems.

15B FACULTY SALARIES AND FRINGE BENEFITS

papers

ANNMARIE SHIRAZI, chair, South Oklahoma City Junior College

15B(1) *Continuing Problems in Monitoring the Status of Women Faculty: A Case Study*

IDA F. SMITH, Queen's University

This paper discusses methods used to analyze the status of women academics at a university where the number of women is too small to place confidence in standard techniques such as multiple-regression analysis. Patterns of appointment, promotion, and salary review over a ten-year period were considered. The limitations of quantitative and other technical methods, including peer-pairing, are raised. The problem of administrative resistance is mentioned. The paper ends by describing an approach to integrating traditional review procedures with quantitative and other technical methods to allow for equity at both the group and individual level.

ERIC No. HE 011 449

15B(2) *Costs and Impacts of Employing Part-Time Faculty in Universities*

ELIZABETH B. LOWE, University of Virginia
ALTON L. TAYLOR, University of Virginia

This paper presents two profiles of faculty workload using faculty workload activity and salary data from five state, doctoral-granting institutions in ten selected pure and applied disciplines. From these profiles, part-time faculty were compared with full-time faculty on three bases: workload, faculty activities, and salary cost. Interviews with selected unversity department chairpersons, full-time faculty, and part-time faculty were used to explore perceived educational and professional advantages and disadvantages of part-time instructional research faculty. These findings will help university administrative decision makers who are concerned with the allocation of faculty resources.

ERIC No. HE 011 450

15B(3) *Equalizing Faculty Women's Salaries: A Case Study in Cooperation*

JUDITH M. GAPPA, Utah State University
REX L. HURST, Utah State University
RICHARD M. SWENSON, Utah State University

In 1972–1973, Utah State University (USU) administrators began a discussion of the variables affecting faculty salaries because of recent federal legislation affecting the employment of faculty and pressure by a new organization of women faculty. Amicable cooperation between the administration and the faculty women's committee, and special funding by the State Legislature, made it possible for USU to adjust faculty women's salaries until no statistically significant differences by rank were found. The analysis of salary differentials between men and women faculty was performed through use of a multiple regression technique. Consideration is now being given to expanding the model's use as a management tool so that it can examine productivity and supply and demand factors as components of faculty salaries.

ERIC No. HE 011 451

15B(4) *Evaluating Fringe Benefit Plans*

GERALD W. McLAUGHLIN, Virginia Polytechnic Institute & State University
LINDA B. WILLIAMSON, Virginia Polytechnic Institute & State University
JAMES R. MONTGOMERY, Virginia Polytechnic Institute & State University

This paper reviews the development of a benefits quiz which institutional researchers can administer on their campuses. The quiz provides a technique for analyzing fringe benefit plans. The benefits quiz was developed from responses by 99 colleges and universities to a questionnaire on fringe benefits. Therefore, one has the ability to rate an institution using normative data from this national sample. This analysis provides another useful technique for institutional researchers. Using the information derived from the benefits quiz and the normative data, one can determine the strengths and weaknesses of a benefit plan.

15C MAKING EDUCATION AVAILABLE TO NEW STUDENT POPULATIONS

papers

STANLEY SCHATT, chair, Revelle College, University of California–San Diego

15C(2) *Evaluating the Impact of Introducing Visually Impaired Students into Allied Health Programs*

MAUREEN B. O'BRIEN, St. Mary's Junior College
WILLIAM STOCKTON, Independent Consultant
MARY E. BRODERICK, St. Mary's Junior College

This paper discusses the results of the pilot implementation of an evaluation methodology developed to assess the impact of introducing physically handicapped students into allied health curricula. Recent federal legislation regarding handicapped persons assures that unique student populations will be seeking admission to educational programs in health fields. These students will place unforeseen demands on the educational systems they enter. An evaluative method that suggests anticipatory interventions was developed and used to measure the impact of visually impaired students on a college. This method also uncovered additional data sources that developed as the impact of these students spread throughout the college. The evaluative methodology developed should be useful to educators assessing the impact of new student groups.

ERIC No. HE 011 452

15C(3) *Assessing Continuing Education Needs in Small Geographically Dispersed Industries*

W. SAM ADAMS, University of Wisconsin–Oshkosh

The National Science Foundation awarded the University of Wisconsin–Oshkosh $50,000 to determine the continuing education needs of technically trained persons employed in small, geographically dispersed industries. Thirty companies which employed fewer than 500 people and which were likely to employ scientists, engineers, and technicians were randomly selected from 1255 firms located in non-urban areas in central and northern Wisconsin.

A project director and three industrial psychology graduate students conducted the survey. The investigative instruments used included a semi-structured interview, president's question-

79

naire, company continuing education policy questionnaire, and a technical employee's questionnaire. The preliminary results indicate: (1) most small companies record an employee's participation in continuing education in his/her personnel file but few companies give formal rewards for participation; (2) workshops, seminars and conferences are the most likely types of continuing education to be fully financed by companies; college credit and non-credit courses are primarily partially funded; (3) companies are reluctant to give employees released time for continuing education participation; (4) the most effective type of continuing education is that which is conducted in workshops, seminars, and conferences; the least effective are correspondence courses; and (5) presidents of corporations and employees indicate continuing education is very important in improving one's performance on the job; of least importance is personal development.

ERIC No. JC 790 375 (October 1979)

15D ENROLLMENT PROJECTION MODELS

papers

15D(1) *The Use of Multiple Regression and Trend Analysis to Understand Enrollment Fluctuations*

S. DUKE CAMPBELL, Florida International University
BARRY GREENBERG, Florida International University
(Paper presented by James O. Howell)

In this paper, the work of Salley on enrollment forecasting is modified and applied in a new environment. Using a linear multiple regression approach to enrollment forecasting with independent variables consisting of trend, seasonal, cyclical and "dummy" variables, the authors generate a prediction equation which explains 99 percent of the variance in enrollment data and quantifies the gain in enrollment attributable to the opening of a new campus. A discussion is presented along with implications for using the model to explain short- and long-term enrollment fluctuations in other settings.

ERIC No. HE 011 454

15D(2) *A Degree Program Enrollment Planning Model: Conceptual Foundations and a Management Application*

RINALDO H. TOPOROVSKY, Fairleigh Dickinson University

This paper proposes a projection model which derives enrollment estimates for specific degree programs from employment demand in occupations related to such programs. Predictive and management capability is enhanced by the structural approach in the design of the model. In addition to its technical support for planning, the procedure attempts to draw middle managers into planning processes. Preliminary testing at Fairleigh Dickinson University (FDU) is producing encouraging results. The developmental research and pilot testing will culminate in the publication of an implementation manual in 1979 under auspices of the Ford Foundation.

ERIC No. HE 011 455

15D(3) *Combining Enrollment Pool Projections and Intention Surveys for Long-Range Program Planning*

J. TODD SIMONDS, University of Pittsburgh
JOHN L. YEAGER, University of Pittsburgh

This paper describes a system which combines demographic projections with survey information about enrollment intentions to produce estimates of the enrollment pools from which a given program may be expected to draw. Most enrollment projection techniques are inappropriate for the long-range planning efforts of the 1980s because they are insensitive to the changing age distribution of the population and the changing market for higher education. Compared to conventional methods, the proposed approach uses more information, has greater flexibility, and involves fewer assumptions. The utility of the approach is demonstrated in a case study and should be applicable in most institutional settings.

15E STUDENT OUTCOMES

panel

SUSAN J. WETZEL, moderator, Delaware County Community College
ZITA M. CANTWELL, CUNY–Brooklyn College
STEPHEN L. DOCK, Delaware County Community College
ELIOT S. ELFNER, St. Norbert College
MARY ANN KISSEL, University of Pittsburgh

Development of usable and realistic strategies for planned institutional flexibility to respond to major trends impinging on institutions of higher education requires a base of objective data which includes information such as can be available from systematic evaluation of educational program outcomes. Models and strategies for evaluating outcomes of programs are presented, illustrated from current literature, and discussed in relation to six issues arising from these trends and the ways in which the issues can impact on program evaluation planning, costing, design, implementation, reporting, and use of results.

15F COST STUDIES

panel

HILLARD R. HOFFMAN, moderator, University of Maryland
ALLAN M. BLOOM, Virginia Polytechnic Institute & State University
MARY P. MARTIN, Florida State University
DAVID L. RUMPF, University of Massachusetts–Amherst
BARBARA TAYLOR, University of Maryland

Writers have nodded to the value of cost studies for internal academic administration and for interinstitution comparisons. This panel investigates the uses and misuses to which cost studies, including IEP, have been put to support university administration. For those cases involving proper uses, the following question is addressed: Have institutional researchers found a positive cost/benefit ratio resulting from exchanging interinstitutional data?

15G PROGRAM EVALUATION

panel

RICHARD J. DOYLE, moderator, Central Michigan University
LAMBERTUS BOGAARD, Universidade Federal do Rio Grande do Norte
VALMIR JOSÉ DA COSTA, Universidade Federal do Rio Grande do Norte
JACK H. FRIEDLANDER, University of California–Los Angeles
EILEEN KUHNS, Catholic University of America
THOMAS H. MAHER, Wichita State University
S. V. MARTORANA, Pennsylvania State University
THOMAS H. SATERFIEL, Mississippi State University
JACQUELINE SKUBAL, Michigan State University

Accountability concerns will soon find institutional researchers with responsibilities in the area of program evaluation. Although a great deal of literature exists in this area, little application is currently being made in higher education. To aid institutional researchers in preparing for program evaluation, this panel addresses the following: (a) state-of-the-art, (b) programs most likely to be evaluated, (c) skills needed to carry out program evaluation, and (d) a case study where NTE was utilized as a criterion. The panel calls on the Association for Institutional Research to establish guidelines and examples to direct program evaluation activities of the future.

16A AIR ANNUAL BUSINESS MEETING

general session

ROBERT A. WALLHAUS, chair, Illinois Board of Higher Education

(Note: The minutes of this meeting begin on page 101.)

19B SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH (SAIR)

special interest group

NORMAN P. UHL, chair, North Carolina Central University

This session is devoted mainly to a discussion of the Southern Association for Institutional Research: Suzanne Larsen presents for discussion tentative plans for the October meeting in Orlando; Norman Uhl announces the establishment of some new committees, their membership, and their purpose; suggested amendments to the SAIR Constitution are presented for discussion; and a status report on the SAIR 1978 Proceedings is given.

19E USERS OF NCHEMS PRODUCTS

special interest group

OSCAR T. LENNING, chair, National Center for Higher Education Management Systems
MARILYN McCOY, National Center for Higher Education Management Systems

This session was designed particularly to allow an exchange of viewpoints, experiences, institutional-research applications, and suggestions among campus users of NCHEMS products (as well as those considering such use). Marilyn McCoy of NCHEMS provided a brief overview of new work underway at NCHEMS. Institutional experiences in using *A Handbook for Institutional Academic and Program Planning* were described by Charles F. Harrington, director of information services, Ohio University. Charles A. Brooks, director of MIS for the South Carolina Commission on Higher Education, described the work of a pilot-test state in developing an information system, focusing in particular on the state/institutional interface. Institutional representation in this process, consideration of institutional costs, staffing and systems sophistication, state efforts in justifying data collection, and other points of institutional concern were stressed. In addition to the formal presentations, several concerns regarding NCHEMS and its products introduced by people in the audience were discussed.

19F INTERNATIONAL EXCHANGING

special interest group

F. CRAIG JOHNSON, chair, Florida State University

Members who have been, or would like to be, involved in an association-related exchange program got together to discuss common problems with such exchanges. Matters involving opportunities, travel problems, and financial concerns were developed. A proposal for an International Committee of Correspondents was developed.

19G USERS OF ANALYTICAL TECHNIQUES

special interest group

RICHARD B. HEYDINGER, chair

Institutional researchers who use analytical techniques from operations research, project management, and decision sciences should find this session helpful. Examples involving PERT/CPM, and math programming are noted.

20A DATA IN THE EIGHTIES

demonstration

FRANK S. BLACK, chair, Murray State University
FRANK RICHARDSON, Colorado Division of Labor and Employment

(Note: A reportive summary of this session begins on page 31.)

21A THE OTHER SIDE OF ACCOUNTABILITY: MEASURING STUDENTS' USE OF FACILITIES AND OPPORTUNITIES

seminar

C. ROBERT PACE, chair, University of California–Los Angeles
FRED HARCLEROAD, University of Arizona
JACK E. ROSSMANN, Macalester College

There are two sides to accountability—the institution and the individual. The colleges are accountable for the resources and facilities, the programs and procedures, and the stimuli and standards they provide for student learning and development. The students are accountable for the amount, scope, and quality of effort they invest in their own learning and development.

Accountability for achievement and related student outcomes must consider both what the institution offers and what the students do with those offerings. C. Robert Pace describes the development of a set of measures to determine quality of student effort. Fred Harcleroad comments on the implications of this type of information for redefining the concept of accountability and the possible consequences of doing so. Jack E. Rossmann comments on the possible uses of such information in institutional research and self-study.

ERIC No. HE 011 456 (Pace)

21B MEASURING THE LEVEL OF STUDENT COMPETENCY

papers

E. JAMES MAXEY, chair, American College Testing Program

21B(1) *Exploring Relationships between Objective and Subjective Measures of Instructional Outcomes*

RICHARD G. DUMONT, Tennessee Technological University
RICHARD L. TROELSTRUP, Tennessee Technological University

This study reports on a pilot project in performance funding. A stratified random sample of 112 seniors at Tennessee Technological University participated in a special assessment exercise involving the ACT Battery and the ACT COMP (College Outcome Measures Project). The participants also completed a questionnaire designed to elicit self-reports of progress toward the realization of a set of institution-wide or general education goals. This paper explores the relationships between objective or *test* performance and subjective or *student testimony* instructional outcomes measures. The implications for the better informed selection, implementation, and interpretation of instructional outcomes measures are discussed.

ERIC No. HE 011 457

21B(2) *CLEP English Follow-Up Study*

D.R. COLEMAN, University of Central Florida
C.B. GAMBRELL, University of Central Florida
J.R. BOLTE, University of Central Florida

This paper investigated the claim that using CLEP English General Examinations in lieu of regular English composition courses contributes to lowering of the quality of higher education. This was accomplished by determining if the level of achievement on the CLEP English Examination was related either to the frequency in which advanced English and history courses were taken or the success achieved in these courses. The findings indicate that students who score in the 50–59th percentile range had a lower level of achievement in both the advanced English and history courses. The findings provide data which will enable academic personnel to determine the appropriateness of using the CLEP English Examination as a means of waiving the English composition requirement for freshman students.

ERIC [illegible]. HE 011 458

21B(3) *A Study of Predictors of National Teachers Examination Scores at a Predominantly Black Institution*

LINDA K. PRATT, North Carolina Central University
SHIRLEY DELUCIA, North Carolina Central University
NORMAN P. UHL, North Carolina Central University

This paper reports on a study to develop predictors of National Teachers Examination (NTE) scores. The Scholastic Aptitude Test (SAT) and undergraduate grade point averages were examined as possible predictors of scores on the NTE. North Carolina Central University education majors and a sample of black students from across the State of North Carolina were included in the study population. The SATV and SATM were found to be significant predictors of NTE Common Examination scores for NCCU students and the 207 black students from the statewide group. These findings provide a procedure for predicting NTE scores.

ERIC No. HE 011 459

21B(4) *The Myth of the All-University GPA—An Analysis of Sources of Apparent Grade Inflation*

JAMES R. CUNNINGHAM, Humboldt State University
DONALD F. LAWSON, Humboldt State University

The purpose of this research was to do an empirical analysis of the various components of the all-university grade point average. The components chosen for study were level of instruction, type of instruction, and discipline. All grades awarded by the faculty for a five-year period were stratified into the above three components and analyzed. The findings revealed that there was large variability even in the smallest department and that a relatively small number of courses of a particular type of instruction can inflate the all-university GPA.

ERIC No. HE 011 460

21C STUDENT FOLLOW-UP STUDIES

papers

S. GODWIN WONG, chair, University of California

21C(1) *Postsecondary Outcomes of Manitoba High School Students*

C. NEIL RUSSELL, Manitoba Department of Continuing Education and Manpower
BARRY J. WARRACK, Province of Manitoba
LARRY K. BREMNER, Manitoba Department of Education

This paper reports on a follow-up study of 5000 grade twelve students who were surveyed in 1972–1976. The study validated the postsecondary intentions with actual outcomes and provided information on factors which may account for differences between plans and historical and current labor force status. Research into the postsecondary plans of high school students has been undertaken yearly since 1971. These surveys provided information on students' career plans, postsecondary plans, barriers to postsecondary participation, influencing factors and the impact of the levels of service required for financial aid and guidance services.

21C(2) *The Illinois Statewide Student Follow-Up Study*

IVAN J. LACH, Illinois Community College Board
(Paper presented by Stephen J. Groszos)

This paper reports on a longitudinal, statewide, follow-up study of occupational career students in Illinois community colleges. A unique feature of the study was to obtain the intent of the student in enrolling at the college and to analyze attrition and follow-up results by student intent. The findings revealed that most students achieved their objectives although many students did so by taking only a few courses since they had short-term intents. The follow-up results showed employment status, job satisfaction, monthly salary, and job location by program area.

ERIC No. HE 011 461

21C(3) *An Assessment and Comparison of Educational Outcomes of Native and Transfer Students*

J.R. BOLTE, University of Central Florida
DANIEL R. COLEMAN, University of Central Florida

This paper concerns the assessment of student outcomes in the areas of academic achievement and student perceptions. The paper contrasts the outcome of transfer and native students who completed their junior and senior years during the 1976–78 period. The objectives of the study were to determine discipline selection, graduation rate, academic success, and program satisfaction using data obtained from university records and an NCHEMS student outcome assessment instrument. Both parametric and non-parametric statistical analyses were utilized. The method of analysis and procedures used will assist institutional research personnel and academic administrators in completing similar studies.

ERIC No. HE 011 462

21D ECONOMICS AND THE LABOR MARKET

papers

ALISON A. COX, chair, University of Massachusetts–Amherst

21D(1) *Economic Returns to Schooling Decisions*

CHARLES H. BÉLANGER, Université de Montréal
LISE LAVALLÉE, Université de Montréal

This paper is an attempt to determine the private internal rate of return to investment in three levels and four selected educational programs (computer science, nursing, nutrition, and social work). In these fields, a perennial uneasy situation occurs in which many college graduates and technicians perform exactly the same work and receive different salaries. The monetary-benefit returns to individuals are calculated by using the cost-benefit analysis method. Result will be useful not only to public employment agencies and educational institutions but also particularly to students who strive to acquire the most profitable level of education through the most economical way.

ERIC No. HE 011 463

21D(2) *The Higher Education System and the Labor Market—the 1970s and the 1980s*

W. GARNETT PICOT, Central Statistics Bureau (Canada)

This paper discusses the dramatic change in the number and educational profile of young people in recent years. A rapid increase in the number who are highly educated, combined with a decline in "new" jobs in the public sector has caused unemployment and underemployment among some graduates. The number of college and university graduates is expected to remain high until at least the mid-1980s. The labor market situation for some graduates may not improve until after that time. To aid students in the transition from school to the labor market and to foster realistic student expectations, Canadian universities may want to improve their understanding of labor market conditions. Institutional researchers, as part of the planning system, could actively participate in this process.

ERIC No. HE 011 464

21E TRACKING STUDENTS

panel

CLAUDE COSSU, moderator, Université de Paris I
MICHAEL E. BAKER, Carnegie–Mellon University
EDWARD F. BREEN, Macomb County Community College
GAIL CORBITT, Arapahoe Community College
PAUL B. DUBY, University of Illinois at Chicago Circle
VERNON A. MILLER, University of Illinois at Chicago Circle
ROBERT A. SOMMER, Computer Resource Services, Inc.
WILLIAM C. WEILER, University of Minnesota

Dynamic programming enrollment forecasting models, student follow-up systems, strategies for recruitment and marketing, non-applicant surveys, and high school senior surveys all speak to the problems of how to maintain enrollment and funding levels as the numbers of traditional students decline. More needs to be known about identification of student needs for higher education, why they select different schools, and what factors cause them to leave school once enrolled. Perspectives on this problem are presented from three countries and schools of different sizes.

21F INTEGRATING UNIT AND CENTRAL BUDGETING PLANNING

seminar

WILLIAM P. FENSTEMACHER, co-chair, University of Massachusetts–Boston
JOAN S. STARK, co-chair, University of Michigan
CARL BERGER, University of Michigan

The allocation of funds to projects provides an occasion to review the value and direction of the projects being funded; thus, the information that is brought to bear on the decision should be adequate to that task. The allocation is an occasion to draw project participants into the process of decision and to bring them to thinking in a longer term mode, even to viewing their projects as components in a larger system. From the bottom to the top of the organization, budget allocation involves integrating the concerns of smaller units into larger ones. Determining what issues are to be decided where, and aligning the information supply and decision processes accordingly, is something that has to be faced whether the budget relationship is between department and college or whether it is between college and central administration.

21G MARKETING

panel

NANCY L. GOODWIN, co-moderator, Greenfield Community College
ROBERT D. DICARLO, co-moderator, Greenfield Community College
MARY KATHRYNE BARATTA, Moraine Valley Community College
CHARLES H. BRYSON, Georgia State University
EDWARD M. COOPER, Metropolitan State College
KATHLEEN D. CROUCH, Georgia State University
EUGENE H. FRAM, Rochester Institute of Technology
EMILY B. KIRBY, Oakton Community College
RICHARD C. LEVENTHAL, Metropolitan State College
GARY R. TARTAGLIA, Cuyahoga Community College District

Effective marketing techniques involve more than analytical studies. The human factors cannot be ignored. This panel discusses the interpersonal dynamics between administrators and institutional researchers. The cooperative venture involves (a) recognizing a general problem, (b) formulating specific questions to address the problem in a survey instrument, (c) communicating the survey results, and (d) maximizing the impact of such efforts on the university. The panel shows how the feedback of external negative evaluations is translated into a framework to encourage positive action/reaction toward improving the public image.

ERIC Nos: HE 011 465 (Cooper, Leventhal),
HE 011 466 (Fram)

22A THE ROLE OF MARKETING IN HIGHER EDUCATION

seminar

W. SAM ADAMS, chair
LEE NOEL, American College Testing Program
BARRY MUNITZ, University of Houston
IRENE BAGGE, University of California–Los Angeles Extension

As the threat to institutional survival intensifies in the 1980s, it will be necessary for administrators to think through the conflicting pressures that will emerge from the desire to respond to student needs on the one hand and the necessity of maintaining integrity of values and educational mission on the other. Institutional research people who recommend marketing techniques will have to be clear on these issues themselves.

22B ADMINISTRATIVE USE OF INSTITUTIONAL RESEARCH

panel

FLETCHER F. CARTER, moderator, Radford University
BERNARD F. SLIGER, Florida State University

This session looked at the administrative use of institutional research in the 1980s. (Bernard F. Sliger is president of Florida State University.)

88

22C ASSESSING FACULTY PRODUCTIVITY

panel

WARREN W. GULKO, moderator, University of Hawaii
HUMBERTO LOPEZ-DELGADILLO (Mexico), Universidade de Autonoma de Guadalajara
BERNARD S. SHEEHAN (Canada), University of Calgary
AIDAN DUGGAN (Ireland), Royal Irish Academy
JOHN IVA ANDERSON (Australia), Royal Melbourne Institute of Technology
LORETTA HICKS (United States), Kapiolani Community College

This international panel brings together a diverse set of individuals from various parts of the world to address the philosophical pros and cons of assessing faculty productivity in higher education. By design, it attempts to provide a wide range of positions, levels, and national perspectives in order to ensure a provocative and lively discussion.

22D STATE PLANNING

panel

JAMES R. MONTGOMERY, moderator, Virginia Polytechnic Institute & State University
ROBERT HUFF, Arizona Board of Regents
EDWIN R. SMITH, West Virginia University

The hypothesis of the panel is that the major challenge for public institutions in the 1980s will be to improve the efficiency and effectiveness of program operations to keep pace with no-growth, inflation-indexed budgets. This management problem presents an opportunity for institutional research. State governments, just like large universities, are rarely *driven* but are more commonly *steered* by sensitive managers who understand the use and limitations of data. Institutional research is designed for such a situation. In addition, institutional research has developed descriptive information packages which are used not only by university presidents but by boards of regents and legislatures; the ability to package information for these groups should not go unnoticed.

22F PLANNING IN ACTION

panel

MARTHA M. HINMAN, moderator, University of Michigan
JOSEPH E. CAMPBELL, New Jersey Institute of Technology
DOROTHY LYNN CHESNUT, University of Texas at Arlington
JIMMIE R. NAUGHER, North Texas State University
JAMES L. ROGERS, North Texas State University
JOSEPH G. ROSSMEIER, Northern Virginia Community College
LOUIS C. VACCARO, Siena Heights College

Planning in complex organizations is still more of an art than a science. Before designing a planning process, the planner must first assess the managerial setting in which planning is done and specify the purposes for doing planning. Successful implementation of planning is based partially on the selection of activities which fit the needs of the institution. The panel explores four types of decision setting and relates various planning designs to these settings.

22G SPONSORED RESEARCH

panel

CHARLES R. SHERMAN, moderator, Association of American Medical Colleges
SUSAN A. HELLWEG, California State University–Dominguez Hills

This session discusses problems which will be of major concern to academic institutions granting graduate degrees in the coming decade. Upon outlining these problems, consideration is given to the ways in which sponsored research can serve as a solution to each through presentation of examples of specific federal funding programs.

ERIC Nos: HE 011 467 (Churchman, Hellweg),
HE 011 468 (Hellweg)

23A IMPROVING MANAGERIAL COMPETENCE

seminar

DONALD C. LELONG, chair, University of Texas System
MARTHA WILLIAMS, University of Texas System
DAN K. CLARK, American Airlines Learning Center

Institutional researchers have made substantial contributions to the development of management information, analytical tools, and management systems. However, few of us have directed much attention to the assessment of the managerial capacities of our institutions and to the development of greater managerial competence in administrators. This seminar explores those assessment and development possibilities.

23B FACILITATING PERVASIVE PLANNING

panel

R. SUE MIMS, moderator, University of Michigan
LORETTA GLAZE ELLIOTT, Missouri Department of Higher Education
T. MICHAEL ELLIOTT, Missouri Department of Higher Education
THOMAS W. WEST, Indiana University

To date, most organized efforts to plan have occurred high up in the organization. Also, much current literature on planning focuses on a single planning process or upon specific planning techniques. This panel discusses what it means to plan effectively throughout an organization. Ways that central planners, information officers, and administrators can facilitate pervasive, decentralized planning are illustrated and ways that effective planning behavior at all levels of an institution or system can be reinforced are discussed. The panel focuses on the human side of planning—extending planning throughout an organization by influencing and reinforcing effective planning behavior.

ERIC No. HE 011 469

90

23C STATE GOVERNANCE OF INSTITUTIONS

panel

GERALD W. McLAUGHLIN, moderator, Virginia Polytechnic Institute & State University
ELWIN G. CAMMACK, University of Wisconsin System
NORMAN M. FISCHER, Washington Council for Postsecondary Education
WILLIAM F. LASHER, University of Texas at Austin
ILONA TURRISI, Florida State University

Representatives from local institutions, university systems, and state agencies are brought together in this panel discussion to focus on the strengths and weaknesses of different types of state control as seen from various points within the governance system.

23D GETTING INTO PRINT: PUBLISHING PROFESSIONAL ARTICLES AND BOOKS

panel

ROBERT H. FENSKE, moderator, Arizona State University
CHARLES F. ELTON (Research in Higher Education)
JONATHAN D. FIFE (ERIC Clearinghouse on Higher Education)
MARVIN W. PETERSON (New Directions for Institutional Research)
ALLEN JOSSEY-BASS (Jossey-Bass Publishers, Inc.)

The panelists and audience explore the entire range of publication activity. This may include, but is not restricted to, the following: (a) publishing for the profession—the advantages and disadvantages, (b) using a market approach to identify topics that will be of high interest when published, (c) selecting the best medium (book, monograph, article, etc.) and publisher (commercial or university press, professional association, etc.), (d) preparing and submitting the manuscript, (e) working with editorial staff, and (f) capitalizing on publications (professional visibility, opportunities for further publications, etc.). Experienced editors of professional research journals and commercial publishers in higher education share their knowledge of these and other topics.

23E URBAN UNIVERSITIES

panel

MARY K. KINNICK, moderator, Portland State University
JEFFREY D. DUTTON, Wichita State University
WILLIAM P. FENSTEMACHER, University of Massachusetts–Boston
LOUIS ROBERT KUHN, Louisiana State University System
DONALD M. NORRIS, University of Houston

This panel discussion includes these topics: (a) a discussion of alternative ways of operationalizing a definition of an urban university, (b) a report on preliminary findings from a current AASCU (American Association of State Colleges and Universities) study, (c) a briefing on current data exchange activities among urban universities, and (d) a discussion of a reaserch agenda for cooperative institutional research projects among groups of urban universities.

23F MAJOR RESEARCH UNIVERSITIES

panel

JAMES R. TOPPING, moderator, National Center for Higher Education Management Systems
MARK MEREDITH, University of Colorado
PETER J. CZAJKOWSKI, University of Illinois
LAURA E. SAUNDERS, University of Washington

The purpose of this panel is to highlight the findings of the Major Research University Information Exchange Procedures (MRU-IEP) Test Project as well as some illustrative analyses of costing data and then to generate discussion among members of the audience on costing issues.

23G COLLECTIVE BARGAINING

panel

JAMES W. FIRNBERG, moderator, Louisiana State University System
STEPHEN W. AHRENS, West Virginia University
P. LEO COLGAN, National Institute for Higher Education (Ireland)
AIDAN DUGGAN, Royal Irish Academy
WILLIAM S. GRAYBEAL, National Education Association

Currently, twenty-five states have passed laws allowing for collective negotiations in institutions of higher education. Projections indicate that, by 1984, three-fourths of the states will have laws permitting collective bargaining in postsecondary education. The panel attempts to make the audience aware of the processes and the data required in professional labor negotiations.

25C COMMUNITY COLLEGES—PAPERS OF INTEREST

special interest group

GEORGE A. CLOVIS, moderator, Parkersburg Community College
HORACE McLEAN HOLDERFIELD, South Carolina State Board for Technical and Comprehensive Education

This special interest group session featured a paper of interest to community college institutional researchers: "Preparation of Information for the State Controlling Board and the State Legislature."

26A AIR IN THE EIGHTIES

open forum

BERNARD S. SHEEHAN, moderator, University of Calgary
JAMES W. FIRNBERG, Louisiana State University System
DONALD C. LELONG, University of Texas System
THOMAS R. MASON, MIRA Incorporated
JAMES R. MONTGOMERY, Virginia Polytechnic Institute & State University
JOE L. SAUPE, University of Missouri
JOHN E. STECKLEIN, University of Minnesota
LOIS E. TORRENCE, University of Connecticut

(Note: A report of this session begins on page 33.)

92

27A THE PHYSICAL PLANT—A $64 BILLION QUESTION

seminar

SY ZACHER, chair, Educational Facilities Lab, Inc.
THEODORE H. CHENOWETH, University of California

The college or university's physical plant is its largest capital asset. In the past, research and planning activities relating to facilities have centered primarily on utilization and projected space needs. Inflation, energy, government regulation, and changes in the work attitude among semi- and unskilled labor has shifted and has increased the cost of maintaining and operating institutional facilities. These changes require study and evaluation of the cost inputs and academic outcomes of the physical plant.

27C USING POWER IN POLITICAL BEHAVIOR

panel

JOAN C. TONN, moderator, University of Massachusetts–Boston
R. SUE MIMS, University of Michigan
PATRICIA WILKIE, University of Massachusetts–Boston

In many institutions, the institutional researcher has been thrust squarely into the middle of complex political processes. Although it is apparent to most of us that organizational politics are important and affect the way we do our jobs, few of us have had an opportunity to think systematically about what political behavior is and how it can be effectively managed.

This panel discussion focuses on power as the key element in political behavior: What is power? Why should one want power? How may power be acquired? Once acquired, how can power be used effectively and ethically in political behaviors? Throughout the discussion, panelists use as illustrations typical political behaviors in higher education planning and budgeting processes.

27E PROJECT CHOICE

panel

JOAN S. STARK, moderator, University of Michigan
DAVID W. CHAPMAN, University of Michigan
MARY K. KINNICK, Portland State University

This panel draws on the experience and expertise of the National Task Force on Better Information (1975–1977) and Project CHOICE. CHOICE, a Center for Helping Organizations Improve Choice in Education, began in September 1977 and was funded for a three-year period to work with postsecondary institutions to improve information for prospective students. Efforts include empirical studies of the effects of better information on both students and institutions. A primary focus during 1978–1979 has been to work with nineteen colleges and universities participating in a year-long effort to develop improved information.

27F RETRENCHMENT ECONOMY

panel

ALFRED L. COOKE, moderator, U.S. Department of Health, Education and Welfare
E. MICHAEL STAMAN, Christopher Newport College
STEPHANIE L. BROWN, Coppin State College

The objective of the panel is to present a series of options for institutional researchers functioning in a retrenchment economy. Experienced small-college institutional researchers have dealt effectively with retrenchment-like economies for many years through use of models and processes which have proven to be quite successful. These models and processes are discussed.

27G NEW TWISTS OF TENURE POLICIES FOR THE EIGHTIES

panel

ANNIE R. DIAZ-HAYES, moderator, University of the District of Columbia
CHARLES H. BRYSON, Georgia State University
EDITH H. CARTER, Virginia Polytechnic Institute & State University
GLYNTON SMITH, Georgia State University

Various phases of higher education are being questioned as to their relevance and practicality in responding to the challenges of the '80s. One of these practices is the faculty tenure system. This session is designed for authorities in this field to share experiences.

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Revised June 1979
AIR

The Sidney Suslow Outstanding Forum Paper Award

Sidney Suslow Outstanding Forum Paper Award

In early May of 1977, Sidney Suslow, one of the founders of the Association for Institutional Research passed away. This gentle, inspiring human being had not only served as president of the Association, he had also continuously dedicated himself to the improvement of institutional research as a profession.

Nowhere in the tireless efforts of Sidney Suslow was his dedication, encouragement, and high standard of excellence for the profession better exemplified than in his contributions to the establishment of extensive and quality publications sponsored by the Association. He served as chairperson of the Publications Board and, until his death, served as editor of the quarterly monograph, *New Directions for Institutional Research*.

It was in recognition of this special member of the Association, and to perpetuate his concern for excellence in the profession and its publications, that the Publications Board recommended, and the Executive Committee approved, the establishment of the Sidney Suslow Outstanding Forum Paper Award. This award is to be presented annually to the individual presenting the Forum paper (from the previous year's Forum) judged to be of the highest quality with regard to the application of research methodology and analysis as well as the contribution of the topic to the development of the field of institutional research.

The first Sidney Suslow Outstanding Forum Paper Award (for the outstanding paper presented at the previous Forum) was presented at the 1978 Forum in Houston. The paper was printed in its entirety in the proceedings of that Forum, *Research and Planning for Higher Education*. The award for the 1978 outstanding paper was presented at the 1979 Forum in San Diego and was published in the first special AIR Forum issue of the AIR journal, *Research in Higher Education*. Subsequent award papers will also be published in their entirety in the special issue of *Research in Higher Education*.

SIDNEY SUSLOW OUTSTANDING FORUM PAPER AWARD RECIPIENT

1977 Forum: *Calculating the Economic Multipliers for Local University Spending*
Charles Dudley Salley, Georgia State University
1978 Forum: *A Longitudinal Study of Grades in 144 Graduate Courses*
James E. Prather, Glynton Smith, and Janet E. Kodras,
Georgia State University

Minutes of the Annual Business Meeting

Minutes
(Draft)
ANNUAL BUSINESS MEETING
San Diego, California

May 15, 1979

The following items are appended to these minutes:

A. Agenda
B. Annual Report of the Executive Secretary
C. Certification of Election Results, 1979
D. Annual Report of the 1979 Forum (Program) Committee
E. Annual Report of the Membership Committee
F. Membership Count
G. Annual Report of the Site Selection Committee
H. 1977–78 Financial Report
I. 1979–80 Proposed Budget
J. Annual Report of the Policy Analysis Committee
K. Annual Report of the Professional Development and Services Committee
L. Annual Report of the Community College Affairs Committee
M. Report of the ad hoc Archives Committee
N. Annual Report of the Publications Board
O. Annual Report (brief) of the Long-Range Planning Committee
P. Annual Report (not so brief) of the Long-Range Planning Committee

The meeting was called to order by the president, Robert A. Wallhaus, at 3:45 p.m.

I. **President.** (Wallhaus)
The president spoke briefly to the overall health of the Association. He noted that dues had not been raised for five years nor Forum fees within his memory. He mentioned the financial well-being which would be dealt with in more detail later in the agenda. He commented on the growth of the membership and the services to that membership. He stated that, while AIR is responsive to the need for change, its style has been to make change slowly and deliberately.

II. **Minutes of the 1978 Annual Business Meeting.**
Action: The minutes were approved without correction.

III. **Executive Secretary.** (Chulak)
Chulak presented her fifth annual report (Appendix B).

IV. **Past President/Nominating Committee/Election Committee.** (Gulko)
A. Nominations. Gulko announced that 110 names were suggested (by 87 members) for consideration for nomination for office. He urged participation in the nominating process during the coming year.
B. Election of officers. Gulko announced the results of the election of officers for 1979–80 (Appendix C):

*Vice President: George Beatty, Jr.
Forum Chair: Robert H. Fenske
Associate Forum Chair: John S. Chase
Members-at-large: Charles H. Belanger
Suzanne W. Larsen
Nominating Committee Members: Mary K. Kinnick
E. Timothy Lightfield
Donald M. Norris
Denise Strenglein
D. L. (Woody) Trautman

The election committee was C. Frank Ellzey, John M. Kalb, and G. Emerson Tully.

V. **Vice President (1979 Forum).** (Johnson)
Johnson announced that Forum registration stood near 850. His written committee report was presented (Appendix D).

VI. **Secretary.** (Adams)
A. Written report. Adams presented his written report (Appendix E) and called for members to become more active in the coming year in nominating persons for the Outstanding Service Award and Distinguished Membership.
B. Count. Adams announced a final 1978 membership figure of 1555. The current 1979 membership is 1498, an increase of 163 over the comparable figure last year (Appendix F).

VII. **Site Selection Committee.** (Adams)
A. Adams presented his written report (Appendix G).
B. He announced the following future Forum sites:
1980—Atlanta, April 27–May 1, Peachtree Plaza Hotel, Joe Ezell, local arrangements committee (LAC) chair.
1981—Minneapolis, May 17–21, Leamington Hotel, Janis Weiss, LAC chair.
1982—Denver, Ralph Henard, LAC chair.
1983—Perhaps Toronto.

VIII. **Treasurer.** (Lasher)
A. 1977–78 Financial Report. Lasher presented the written financial report for the last fiscal year, 1977–78 (Appendix H). He noted that it had been printed in the *Newsletter* in the Fall.
B. 1979–80 Budget. Lasher presented and explained the 1979–80 budget proposal (Appendix I).
Action: Unanimous passage of a motion by Lasher to approve the proposed budget for FY 1979–80.

IX. **Policy Analysis Committee.** (Broad)
Chairperson Broad presented her written report (Appendix J). She noted that, for the information of members, she had left at the rear of the room copies of a draft five-year survey plan of NCES.

X. **Professional Development and Services Committee.** (Rossmann)
Rossmann presented his written report (Appendix K). He noted particularly (1) that there were two regional workshops in 1978 and will be two in 1979 and (2) that this 1979 Forum evidences increased participation by international members in the mainstream of the Forum.

XI. **Community College Affairs Committee.** (Clovis)
Clovis presented the written report of his committee (Appendix L).

XII. **Archives Committee.** (Turrisi)
Turrisi briefly reviewed the status of the efforts to establish a policy on archives. She presented a written report (Appendix M).

XIII. **Publications Board.** (McLaughlin)
McLaughlin presented his written report (Appendix N) and mentioned particularly the development of two monographs which will replace the *Memo to a Newcomer*.

XIV. **Long-Range Planning Committee.** (Black)
A. Black reviewed the history of the long-range planning effort and presented the report of the committee (Appendixes O and P). He reviewed in detail the conclusions and recommendations of the report and announced that any member wishing a copy of the complete survey report may request one from the Executive Office.
B. Wallhaus made the following points: (1) the Executive Committee has spent a great deal of time this year on long-range planning, sending the report for comment to all AIR committees and to the past presidents, responses received becoming part of the Executive Committee deliberations; (2) the committee

will continue to deliberate and to report on its progress; (3) the committee will continue to solicit ideas from members; (4) a constitutional amendment was put forth during the year by the Executive Committee and approved by the membership, this amendment creating two new positions on the Executive Committee—Forum Chair and Associate Forum Chair—and redefining the role of the Vice President; (5) the Executive Committee agrees that there is no further pressure to change the structure of AIR except, perhaps, to formalize the relationship with affiliated and special interest groups; (6) the Executive Committee agrees that there should be no merger efforts at this time; (7) the committee agrees that AIR should not attempt to impose professional standards; (8) it agrees that there should be an open membership policy.

C. Wallhaus reported that the Executive Committee had, however, identified some issues, or questions, that it felt warranted further study: (1) should the membership base be expanded? (2) should the name of the Association be changed to better describe the membership? (3) should there be some sort of institutional membership category? (4) at what size should AIR reevaluate its policies regarding membership? (5) is AIR doing anything to discourage membership by any group? (6) how large a financial reserve should AIR maintain?

D. The Executive Committee will report to the membership on the subject at the next annual business meeting at the Atlanta Forum.

E. The question was raised about the relationship between AIR and its non-North-American members. Johnson asked the help of these members in identifying groups and individuals within other countries. Black referred to a question on the survey dealing with structure, response to which, he said, indicated that 51% desired no change.

Action: Passage of a motion by Robert I. Lewis that the Long-Range Planning Committee be dissolved.

Action: Motion by Robert I. Lewis that a national long-range planning committee be established per existing policies and procedures as a permanent, standing committee. The motion was seconded. There was discussion during which four other persons spoke to the issue. Edith Terwilliger offered a substitute motion that a planning committee be established as an ad hoc committee and that the appropriate steps be taken to put the question before the membership on whether the planning committee should become a standing committee. Robert Winter moved to table the original motion. Adrian Harris seconded. The motion carried.

XV. **Receipt of Reports.**
Action: Passage of a motion by Loren Jung to receive the written reports.

XVI. **Old Business.**
There was none.

XVII **New Business.**
There was none.

XVIII. **1980 Forum.**
Joe Ezell, 1980 Atlanta Forum local arrangements chair, spoke to the superior location and facilities for the Forum next year and invited all to come.

The meeting was adjourned at 5:15 p.m.

Appendix A
AGENDA

1. Minutes of the 1978 Annual Business Meeting
2. President's Report (Wallhaus)
3. Executive Secretary's Report (Chulak)
4. Past President's Report (Gulko)
   a. Nominating Committee
   b. Election
5. Vice President's Report—1979 Forum Program (Johnson)
6. Secretary's Report (Adams)
   a. Committee
   b. Membership Count
7. Site Selection Committee Report (Adams)
8. Treasurer's Report (Lasher)
   a. Financial Report for FY 1977–78
   b. Proposed Budget for 1979–80
9. Policy Analysis Committee Report (Broad)
10. Professional Development and Services Committee Report (Rossmann)
11. Community College Affairs Committee Report (Clovis)
12. Archives Committee (Turrisi)
13. Publications Board Report (McLaughlin)
14. Long-Range Planning Committee Report (Black)
15. 1980 Local Arrangements Committee (Ezell)
16. Old Business
17. New Business

Appendix B
ANNUAL REPORT OF THE EXECUTIVE SECRETARY
Jean C. Chulak

This is the fifth time I have stood before you to share my analysis and perception of the state of the Association, to report the role that the Executive Office has played during this past year, and to express some thoughts about the future.

The office itself. As most of you know, the Executive Office in Tallahassee is the administrative arm of the Association. We operate in a suite of rooms (750 sq. ft.) in the graduate education building on the Florida State University campus. The staff consists of a full-time executive secretary, a full-time secretary (Jayne Gordon), a half-time graduate assistant (Julia Duckwall), and occasional temporary help.

General administration. This rather broad heading includes those functions which serve the Association in a general way: receipts, disbursements, accounting, and reporting; caring for the records of the Association; responding to general requests for information or support. Aside from the fact that the volume of our activity has increased along with the steady growth of the Association itself, there has not been any major change in the way we have functioned in these areas this year.

Membership. AIR has continued its pattern of steady growth, even in a time of reduced resources. As I left for the Forum, there were approximately 1500 members for 1979, about a 12% increase over the number a year ago and more than a 50% increase when compared with 1974. I believe that we can anticipate a final 1979 membership total of nearly 1700.

AIR continues to have a large percentage of members who renew their memberships, an indication to me that we are meeting a substantial portion of needs of many persons. And the number of new members from new (to AIR) institutions reflects the increasing awareness of the Association, much of it achieved by word-of-mouth.

The Executive Office staff gives top priority to requests for information about AIR and to processing quickly applications for membership. In addition, all renewals of membership are processed through our office, including the computer listing, which results in the membership directory, and labels.

Placement. The Placement Service, which is coordinated through the Executive Office, has consistently had between 50 and 60 individual registrants this year. The number of available positions has stayed between 5 and 10. The Service provided is limited, but we do try to put individuals and institutions in touch with each other. We do not attempt to make a "match," however. A monthly bulletin is distributed to registrants.

The Service was modified three years ago, and I believe it will be appropriate during the coming year for us to evaluate it again, assessing its purpose, operation (including fee structure), and future.

Publications. The Executive Office works closely with the publications editors and is responsible for the production (final copyediting, typesetting, proofreading, printing, and distribution) of all AIR publications except *New Directions* and *Research in Higher Education*. This year saw the first issue of the abbreviated *Proceedings* and of the *Professional File*. These items, as well as the newsletter and membership directory, were sent to all members.

Forum. This year, for the first time, both program and administrative/logistical activity was centered in Tallahassee, since Craig Johnson, 1979 Forum chairperson, is also located there. This has provided an opportunity for my office to interact with the program planning from which we all learned a great deal that should make us more useful to future Forum chairpersons.

The Call for Contributed Papers was mailed from our office, and the proposals were returned to us, to be redirected in packets to members of the Contributed Papers Committee. This was a function which we had not previously performed.

The program/registration materials were prepared and mailed to 3000 persons—members and nonmembers—and 10,000 flyers were mailed to others. The results, I feel, are reflected in the registration figures—over 800 during the second day of the Forum—and in the increased membership applications from persons who are not able to attend this meeting.

Our responsibilities on site have again included the training and oversight of the registration function, again accomplished smoothly largely because of the outstanding work of the local arrangements committee.

Regional/Summer Workshops. Again, during 1978–79, the Executive Office provided logistical/administrative support to the workshop program, preparing and distributing the promotional materials and processing the registrations.

Nominations/Elections. Our office prepared and mailed the Call for Nominations and processed the initial reponses to it. Following the meeting of the Nominating Committee, we prepared the brochure and ballot and provided support to the Election Committee which counted the ballots.

In addition, the Constitutional Amendment materials and ballot were sent from and returned to our office for tally.

We have made no dramatic changes in the way we operate, nor do I anticipate that we will do so during the coming year. We will, however, continue to try to use our limited resources wisely and to provide support to those officers, committees, and members who need it. Your continuing support, as individuals and as an organization, is most rewarding. Thank you.

Appendix C
CERTIFICATION OF ELECTION RESULTS, 1979

(Note: The actual certification is not being reproduced in these *Proceedings*. It is on file in the Executive Office. See Minutes, Section IV(B), for election results.)

Appendix D
ANNUAL REPORT OF THE 1979 FORUM (PROGRAM) COMMITTEE
F. Craig Johnson, Chair

It is traditionally understood that the Forum Program Committee is responsible for the content and format of the annual Forum. The committee works closely with the Local Arrangements Committee to provide the members of the Association with the opportunity to share information and to exchange views in formal and informal settings.

The Committee met with members of the Local Arrangements Committee on May 23, 1978, in Houston, Texas, to estimate the probable number of sessions for 1979. The following table is a summary of those expectations, the actual number of sessions, and some historical perspective from previous Forums.

	Number of Sessions				
	Expected	Actual			
Session Type	1979	1979	1978	1977	1976
General	4	4	4	4	3
Papers	84	64	89	60+*	57+*
Seminars & panels	40	43	29	20	15
Workshops	4	12	5	4	2
Interest groups	32	18	30	32	20
TOTAL	164	141	157	120+*	97+*

*paper fair

The number of papers proposed was greater than any previous year, and fewer papers were selected. A high selection criterion (4 out of 5 readers voting to accept) was employed to give the best proposals a maximum amount of Forum time.

There were more seminars and panels than anticipated and a greater number than in previous years. About half the panels were formed from topics originally proposed as papers but judged to be better suited to the discussion format.

The number of workshops increased greatly over the anticipated number and over the number presented in previous years. More proposals and a higher membership demand for workshops combined to produce this increased offering.

The number of special interest groups was reduced considerably from previous years. A decision was made to differentiate between groups of members (who, by their jobs, geographic locations, or types of institution, share a special interest) and topics (which may be of special interest to a group of members). The latter (special topics) were designated as panels for this Forum.

The Committee has recommended to the Finance Committee a budget for 1979–80 which reflects more accurately the actual expenditures for the annual Forum. This recommendation grows out of the following historical data:

Fiscal Year	Budget Approved	Actual Expenditures
1978–79	$14,700	$16,000 (est.)
1977–78	$14,900	$16,411
1976–77	$14,700	$18,708

Committee Members.

F. Craig Johnson (chair); *Contributed Papers*: Charles H. Belanger (chair), Horace F. Griffitts, Mary K. Kinnick, E. Timothy Lightfield, and Daniel R. Coleman (abstracts editor); *Seminars*: Martha M. Hinman (coordinator); *Workshops*: Barbara D. Holmes (coordinator); *Special Interest Groups*: D. L. (Woody) Trautman (coordinator); *Evaluation*:

Glenn F. Nyre; *Local Arrangements*: Werner Lendenmann (chair), Robert W. Starkey (associate chair), Robert Barr, Mary Best, Val J. Christensen, Anna Chow, Wallace F. Cohen, Gerald H. Gaither, Ward Goldstein, Edward L. Krehbiel, Kenneth Maier, Robert L. McCornack, Larry J. Morgan, Tom Rose, and Gerard Sasek.

Appendix E
ANNUAL REPORT OF THE MEMBERSHIP COMMITTEE
W. Sam Adams, Chair

Committee Charge. Review and recommend nominees for Distinguished Membership and Outstanding Service Awards, accept and approve Emeritus applications; maintain membership lists, recommend policy and procedures to better serve the membership, review requests by regional groups to affiliate with AIR.

Committee Objectives for 1978–79.

1. Establish guidelines for an Outstanding Service Award to recognize AIR members who have contributed significantly to the Association.
2. Seek nominations for the Distinguished Membership and Outstanding Service Awards and recommend those who qualify to the Executive Committee.
3. Respond to AIR members' concerns about membership.
4. Establish a plan to recruit regional and special interest groups' members as AIR members.
5. Review and recommend policy changes based on AIR "Long-Range Planning Survey Report" to the Executive Committee.
6. Review and recommend regional proposals to affiliate with AIR to the Executive Committee.

Committee Activities and Objectives Accomplished during 1978–79.

1. Drafted new membership letter and supplied the Executive Office with 1000 copies.
2. Outstanding Service Award guidelines were approved by the Executive Committee and were published in the *AIR Newsletter*.
3. No nominations were made for the Distinguished Membership Award.
4. Several nominees for the Outstanding Service Award were approved by the Executive Committee.
5. Reviewed a member's proposal to change the AIR "membership requirement."
6. Began discussions on ways to recruit regional groups' members to AIR membership.
7. Made Long-Range Planning Report recommendations to the Executive Committee.
8. Approved four Emeritus Membership applications.
9. Received approval from the Executive Committee to have the following regional groups affiliate with AIR: (a) Virginia Association for Institutional Research, and (b) Southeastern Association for Community College Researchers.
10. Established a list of current participating AIR regional groups and special interest groups.

Committee Recommendations.

1. Actively solicit nominees for the Distinguished Membership and Outstanding Service Awards.
2. Contact existing affiliated groups to recruit AIR members.
3. Continue to review and make recommendations on the Long-Range Planning Report.
4. Consider establishing an annual Outstanding Institutional Research Office Award.

Committee Members.

W. Sam Adams (chair), John S. Chase, Horace F. Griffitts, Mark D. Johnson, Eleanor Langlois, Oscar T. Lenning, Robert I. Lewis, Robert L. Marshall, and Donald J. Reichard.

Appendix F
MEMBERSHIP COUNT

Part I. Complete Membership Years (January 1–December 31), 1974–1978

Membership type	1974	1975	1976	1977	1978
Distinguished	3	4	4	4	4
Emeritus	—	—	—	3	7
Regular					
New	237	341	296	400	438
Renewal	788	782	877	901	1047
Graduate	32	—	—	—	—
New	—	17	20	25	33
Renewal	—	9	16	21	26
Total	1060	1153	1213	1354	1555

Part II. Incomplete Membership Years (January-Forum), 1974–1979

Membership type	4/30 1974	4/25 1975	4/24 1976	4/30 1977	4/30 1978	4/30 1979
Distinguished	3	4	4	4	4	4
Emeritus	—	—	—	3	4	8
Regular						
New & reinstated	133	192	223	271	219	301
Renewal	712	667	765	831	957	1076
Graduate	28	—	—	—	—	—
New	—	—	15	19	19	18
Renewal	—	—	16	19	20	24
In process	38	31	—	—	112	67*
Total	914	914	1023	1147	1335	1498

*Includes all memberships being processed through May 9, 1979

Appendix G
ANNUAL REPORT OF THE SITE SELECTION COMMITTEE
W. Sam Adams, Chair

Committee Charge. To investigate future AIR Forum sites, conduct periodic site selection preference surveys of the AIR membership, review and recommend to the Executive Committee Forum site proposals and local arrangements chairpersons.

Committee Objectives during 1978–1979.

1. Select and finalize AIR Forum sites for 1981 and 1982 and gain Executive Committee approval of sites and local arrangements chairpersons.
2. Solicit proposals for the 1983 Forum site.
3. Conduct a site selection preference survey of AIR membership.

Committee Activities and Objectives Accomplished during 1978–1979.

1. Wrote a form letter to hotels inquiring about Forum site selection process.
2. Constructed and mailed site selection preference survey to all AIR members. (About 550 members returned the survey.)
3. Minneapolis, Minnesota, was approved by the Executive Committee as the 1981 Forum city. The hotel headquarters will be the Leamington, and the local arrangements chairperson is Janis Weiss, coordinator of institutional research, North Hennepin Community College.
4. Denver, Colorado, was approved by the Executive Committee as the 1982 Forum city. The headquarters hotel will likely be the Denver Hilton, although negotiations are still

underway. Ralph Henard, director of academic planning, University of Colorado at Denver, will be the local arrangements chairperson.

5. Toronto, Ontario, is being discussed as the possible 1983 Forum site. The Site Selection Committee has approved this selection, but local arrangements chairperson and hotel still need to be agreed upon.

Committee Recommendations.

1. Establish a clear and consistent set of criteria for selecting a headquarters hotel.
2. Finalize 1983 Forum site.
3. Solicit proposals for 1984 and 1985 Forum sites.

Committee Members.

W. Sam Adams (chair), Gerald H. Gaither, Barbara D. Holmes, John A. Muffo, and William L. Tetlow.

Appendix H
1977–78 FINANCIAL REPORT
William F. Lasher, Treasurer

July 1, 1977–June 30, 1978

TABLE 1. Total Receipts[1]

Budget Category	Approved Budget	Adjusted Budget	Actual Income
Membership Dues & Fees	$33,500.00	$33,500.00	$37,094.75
Forum	33,000.00	34,375.00	44,390.64
Publications	3,000.00	3,000.00	2,968.00
Regional Workshops	14,100.00	14,100.00	7,898.76
Interest	3,000.00	3,000.00	4,082.30
Miscellaneous	500.00	500.00	803.95
From Reserves	10,000.00	10,000.00	0
Total Receipts	$97,100.00	$98,475.00	$97,238.40

TABLE 2. Total Disbursements[1]

Budget Category	Approved Budget	Adjusted Budget	Actual Expenses
Executive Office: Salaries/ Wages/Fringes	$26,000.00	$23,375.00	$22,837.55
General Administration	8,400.00	14,010.00	13,915.21
Forum	14,900.00	16,755.00	16,511.00
Member/Non-Member Services	4,600.00	6,560.00	6,384.74
Nominations/Elections	1,900.00	2,20[illegible]	2,049.90
Publications	[illegible],200.00	20,200.00	19,484.81
Regional Workshops	[illegible]4,100.00	9,100.00	7,677.58
Other Committees	1,000.00	2,750.00	1,342.67
Program Development	3,000.00	900.00	0
Contingency Fund	2,000.00	1,480.00	0
Total Disbursements Current Budget	$96,100.00	$97,350.00	$90,203.46
Disbursements from Prior Year Budgets			$ 4,242.93
Total Disbursements[1]	$96,100.00	$97,350.00	$94,446.39

TABLE 3. Cash Position

	July 1, 1977	June 30, 1978
Cash Assets		
Petty Cash	$ 20.00	$ 20.00
Checking Account	1,703.39	2,630.21
Passbook Savings	40,465.90	30,955.97
Certificates of Deposit	36,987.92	42,432.33
Prepaid Postage & Expenses	430.52	914.05
FSU Agency Account	333.10	(32.91)
Net Value Furnishings & Equipment	—	3,553.70
Accounts Receivable	—	2,371.31
Total Cash Assets	$79,940.83	$82,844.66
Cash Liabilities		
State & Federal Taxes	457.49	45.95
Prepaid Income	3,655.00	1,650.00
Forum	886.51	0
Miscellaneous	230.41	49.00
Accounts Payable	—	2,026.51
Total Cash Liabilities	$ 5,229.41	$ 3,771.46
Net Cash Assets (unaudited)	$74,711.42	$79,073.20
Net Adjustments from Auditor's Report	$ 1,569.77	$ (12.01)
Net Cash Assets	$76,281.19	$79,061.19
Net Change		$ 2,780.00

Notes: [1] This report does not reflect in-kind income from FSU or its allocation. Such detail can be found in the financial statements prepared by Catledge, Sanders and Sanders, Certified Public Accountants. These statements are available for examination upon request from the AIR treasurer or the executive secretary.

[2] These figures do not include $1,000 (original budget), $1,125 (adjusted budget), or $1,106.25 actually spent for capital outlay. The expenditure amount is included in the value of furnishings and equipment in Table 3.

Appendix I
1979–80 PROPOSED BUDGET

Category	Approved budget 1978–79	Adjusted budget 1978–79	Proposed budget 1979–80
Income			
Membership dues and fees	$ 37,500	$ 42,300	$ 46,250
Forum fees	42,900	47,000	52,250
Workshops	10,000	6,000	8,000
Publications sales	3,000	3,000	3,000
Interest	4,000	4,000	4,500
Miscellaneous sources	500	500	500
Transfer from reserves	8,900	0	4,450
Total income	$106,800	$102,800	$118,950
Expense			
Executive Office salaries/ wages/fringes	$ 27,150	$ 27,150	$30,000
General administration	15,650	15,650	20,650
Forum	14,700	14,700	17,500
Associate Program Chair	0	0	500
Membership	5,800	5,800	6,700
Nominations/Elections	2,700	2,700	2,950
Publications	22,800	22,800	24,150
Workshops	10,000	6,000	8,000
Other committees	2,000	3,650	1,500
Program Development Fund	3,000	1,350	4,000
Contingency	2,000	2,000	2,000
Capital outlay	1,000	1,000	1,000
Total expense	$106,800	$102,800	$118,950

Appendix J
ANNUAL REPORT OF THE POLICY ANALYSIS COMMITTEE
Molly C. Broad, Chair

The work of policy analysis reflects the continuing interest of the Association in the plans, policies, and procedures for collecting higher education data by governmental agencies. Previous efforts by individuals and committees of AIR served to bring attention to the institutional burden associated with the growing proliferation of data requests to institutions of higher education from government bodies. Redundancy in data collection, inconsistent definitions for data elements, and inadequate planning time have been among the problems identified by officers of higher educational institutions and members of the Association. The efforts of a number of commissions such as HEW's Work Group, the Federal Interagency Task Force, and the Congressional Paperwork Commission have served to identify the major problems so that corrective steps could get under way.

The establishment of clearance procedures and advance announcement in the *Federal Register* of proposed data collection activities by the educational agencies of government have been among the recent reforms. The Educational Data Acquisition Council, called EDAC, evaluates and provides clearance to proposed data collection activities of the National Center for Education Statistics, the Office of Education, the National Institute for

Education, and the Office of Civil Rights. The Council reviews survey instruments in relation to issues such as respondent burden, costs vs. benefits, consistency of definitions, redundancy, and the important matter of justification—why are the proposed data needed; who will use the information and for what purpose. It should be noted that the recent reauthorization of the Elementary/Secondary Education Act provided for expanding the role of the Council's clearance responsibility to include data collected from individuals as well as institutions where the data collected have educational policy ramifications. Following clearance by the Data Acquisition Council, the notice of intent to collect data is published in the *Federal Register.* Notices describing the proposed data collection activities provide for a thirty-day comment period.

While these measures represent real reform and coordination within the federal government, specifically HEW, the opportunities are not obvious or easy for individual institutions or members of the profession to effect the process. For example, by the time a notice appears in the *Federal Register,* the design of data collection is well advanced. Moreover, the capacity of individual institutions, or even institutional systems, is quite limited in monitoring the *Federal Register* and responding systematically to new data surveys.

Continued work is required to develop effective ways for the Association for Institutional Research, or more specifically its members, to participate in the planning, implementation, and evaluation of governmental data collection. Institutions are not only the providers of these data but are users—or potential users—as well. As one approach toward achieving that goal, the Association for Institutional Research was invited to designate a member of its Executive Committee to serve as a member of the Advisory Panel to the National Center for Education Statistics. The panel is convened by the American Council on Education and is composed largely of professional staff from the national centers for the study of higher education (both presidential associations and professional associations). The interests of state government in higher education data collection are also represented on the panel directly and through their association. Since the analytical components of the major higher educational associations and the various institutes for the study of higher education policy utilize the data collected by the government, the advisory panel provides a forum for data users outside the government to express their data needs in the context of future planning for data collection by NCES.

The meetings of the panel through the past year have provided the occasions for NCES to give status reports on the range of their activities: progress in data collection, analysis, and publications. The present contents of future plans for their annual publications (e.g., *The Condition of Education, Digest of Education Statistics,* and *Projections of Education Statistics*) are reviewed and compared for adequacy of coverage with similar data published by other organizations. The schedules for preliminary data releases, software accessability to retrieve NCES data, and final publication targets, are also reviewed. A recent meeting of the panel served as a seminar on higher educational price indices—individuals involved in the development of a student price index, indices for academic expenditures and for research expenditure discussed the status of their work, and the unmet needs of higher education were reviewed and assessed. Clearly, the advisory panel to NCES provides an important link to the higher educational community, but it cannot accommodate wide participation.

Another project to advance the concerns and interests of institutions in higher education data collection has been funded by HEW and is underway at NCHEMS. The purpose of this NCHEMS project is to develop a computer-based query system so that when a survey is reviewed for clearance by the Data Acquisition Council (now FEDAC), it can be determined what other surveys exist which include data elements proposed on the new survey. An automated glossary will be developed with terms and definitions used in federal legislation, regulations, and survey instructions. The *Federal Register* announcements of proposed data collection will be monitored and assessed for technical feasibility from the perspective of the institution. A full-blown planning phase is also anticipated to monitor the dates when a survey instrument lapses so that planning for alterations and refinement can take place in advance of consideration by the Data Acquisition Council.

To continue the exploration of ways for the membership of AIR to participate in the planning of data collection activities of government, perhaps through a network or mechanism for information dissemination, several persons have been asked to serve on the AIR Policy Analysis Committee.

Committee Members. Molly C. Broad (chair), Tommy Annas, Cathy Henderson, and Dennis P. Jones.

Appendix K

ANNUAL REPORT OF THE PROFESSIONAL DEVELOPMENT AND SERVICES COMMITTEE

Jack E. Rossmann, Chair

Committee Charge. (1) Encourage and monitor regional workshops, and (2) provide input to the Executive Committee regarding the international activities of the Association.

Committee Activities. During the past year, committee activities were conducted through the work of two subcommittees: the subcommittee on regional workshops and the subcommittee on international activities.

The regional workshop subcommittee focused on two major activities: monitoring the 1978 regional workshops and soliciting proposals for and making recommendations about 1979 workshops. During July of 1978, a workshop, directed by Richard Perry of the Univerity of Toledo, was held on the University of Toledo campus, and in December, 1978, a workshop, directed by Daniel Coleman of Florida Technological University, was held in Orlando, Florida. Both of these workshops attracted 25–30 participants, broke even financially, and received positive evaluations from the workshop participants.

During the summer of 1978, proposals for 1979 regional workshops were solicited from Association members. Three proposals were received and evaluated by the subcommittee. The subcommittee recommended to the Association Executive Committee that two of these workshops should be sponsored by AIR, and the Executive Committee endorsed that recommendation. A workshop on Cost Evaluation of Academic Programs, directed by Richard Perry, will be held at the University of Toledo on July 16–19, 1979. From July 23–26, a workshop on Market Research for Colleges and Universities will be held on the Carleton College campus in Northfield, Minnesota. Its co-directors will be Joseph Gilmour and Larry Litten.

The International Activities Subcommittee met at the 1978 Forum in Houston. Several issues related to the international activities of the Association were considered, and one major recommendation went to the Executive Committee. It was the consensus of the subcommittee that efforts should be made, in developing the program for the 1979 and future Forums, to involve non-North American members of the Association in a wide variety of the Forum program events. It was the perception of the committee that past Forums had concentrated non-North American participation in one or two programs such as "An International Perspective on Institutional Research."

I think you will agree with me that Craig Johnson and his colleagues who have planned the 1979 Forum have done an excellent job of following up on the recommendation of the International Activities Subcommittee. Fourteen colleagues from outside North America are participating in nine programs at this year's Forum. I feel confident that we can look forward to even greater expansion in the international arena in the years ahead.

Committee Members. Jack E. Rossmann (chair); *Workshop Subcommittee:* Sidney S. Micek, Donald J. Reichard, and Janis H. Weiss; *International Activities Subcommittee:* George Beatty, Jr., Aidan Duggan, Paul M. Levasseur, Larry H. Litten, Bernard S. Sheehan, and Lois E. Torrence.

Appendix L
ANNUAL REPORT OF THE COMMUNITY COLLEGE AFFAIRS COMMITTEE
George A. Clovis, Chair

Committee Charge. The Community College Affairs Committee was formed on an ad hoc basis for a two-year period. The Committee was charged with the following tasks: (1) increasing participation by community colleges in AIR, (2) developing better input by community colleges in AIR, and (3) making recommendations for appropriate activities.

Specific Goals. The Committee had the following specific goals for this year: (1) increasing Forum participation by community college researchers, (2) increasing AIR membership among community college researchers, and (3) increasing the quantity and quality of community college publications.

Committee Activities. The Committee has arranged three special interest sessions for community college researchers for this Forum. These sessions are in addition to several papers and presentations by community college researchers that have been integrated into the Forum program.

A survey of community college researchers on Forum attendance and programs of interest was completed during the fall of 1978 under the leadership of Horace Griffitts. The results of the survey will have been used for this Forum and will be integrated into the program for the 1980 Forum.

The Committee sponsored the formal affiliation of the Southeastern Association of Community College Researchers with the Association. The Executive Committee approved the request for affiliation at the November meeting.

The Committee reviewed in detail the report of the Long-Range Planning Committee and provided feedback to the Executive Committee at its January meeting.

Recommendations. The Committee recommends that the Executive Committee re-establish the Community College Affairs Committee for another two-year period to continue the development work that has been started.

The Committee recommends that the Executive Committee study the role and relationship of affiliated groups with the Association. Questions of common membership and mutual services should be discussed and specified.

The Committee recommends that the Executive Committee provide support for training researchers through regional workshops. A large number of new researchers enter the field at the community college level each year and this is an important professional development activity that could be supported by the Association.

The Committee recommends that the Forum program chair continue to provide time for community college activities in the Forum program.

Committee Members. George A. Clovis (chair), Edith H. Carter, Toni M. Hall, Leslie Myles-Sanders, Gary A. Rice, and Janis H. Weiss.

Appendix M
REPORT OF THE AD HOC ARCHIVES COMMITTEE
Ilona Turrisi, Chair

Committee Charge. To recommend procedures for the establishment of an AIR archives program.

Specific Goals of the Committee. To determine the location for the archives, to make provisions for the organization of the materials, to provide for the availability of the materials, and to recommend guidelines for subsequent additions to the initial collection.

Committee Activities. The Committee recommended, and the Executive Committee concurred, that the materials could be housed at the Florida State University Library if suitable quarters could be found. The Committee concluded that the initial organization of the collection could best be achieved by professional staff if arrangements could be made. The Archives, in accordance with the Committee's recommendation, would become a special collection at the library so that, should conditions so warrant, it could be moved to another location. Discussions and agreements with the staff at the Florida State University's Strozier Library have resulted in the following recommendations.

Recommendations. The Committee recommends that:

1. Existing materials be consolidated at the Strozier Library
2. A professional librarian coordinate the initial organization of this special collection
3. A printed catalog be available by spring 1980 (It is anticipated that the listing will be in chronological order, with an index by author, title, and key word.)
4. The ad hoc Committee consult with the librarian during this initial compilation (Once the compilation is complete, the Committee will evaluate and review the result and recommend any format or substance changes prior to the final printing of the catalog.)
5. The catalog be available to the membership at the 1980 meeting (Guidelines for subsequent additions and recommendations for the continuation of the archives program will be presented for consideration at the 1980 meeting by the Committee.)
6. The collection be accessible at the Strozier Library (In addition, copies of the materials must be made available through inter-library loan channels.)
7. The Association reimburse the Library for any special supplies required for the preservation of these materials.

Committee Members. Ilona Turrisi (chair), Mark Meredith, Marvin W. Peterson, William L. Tetlow, and Betty Tilton.

Appendix N
ANNUAL REPORT OF THE PUBLICATIONS BOARD
Gerald W. McLaughlin, Chair

The central theme of our activities this year has been increased membership and publications. As Cameron Fincher noted in the 1979 AIR Forum issue of *Research in Higher Education,* a major goal of our activities is professional communication. Our publications are, in essence, indicative of our ability to "escape from our data." While the home fires encourage us to get answers and move on to the next problem, we owe it to each other to communicate our successes and failures, and we owe it to ourselves to make use of the progress of others.

Continuing Publications.

1. 1978 Forum Publications. Papers presented at the 1978 Forum have been made available to members through the ERIC system, as noted on the list sent with the *Forum Proceedings.* Also, select papers were published in the first Forum issue of *Research in Higher Education.* This issue was sent free to all Association members earlier this year. Current plans are to continue this procedure in the future. We are very interested in member comments. Mary Corcoran is the new editor of Forum publications and Paul Staskey is continuing as associate editor. The Association owes a debt of appreciation to Bob Fenske, editor of the 1978 Forum publications, for his dedication and leadership in this area for many years.

2. *New Directions for Institutional Research.* We are in the final year of our current contract with Jossey-Bass. Results form this year show that the *NDIR* publication has become essentially a self-supporting operation. Marvin Peterson has replaced Paul Jedamus, who has done an outstanding job during his term as editor. Issues for 1979 include John Lucas, "Marketing in Higher Education"; E. Michael Staman, "Administrative Computing in Higher Education"; Robert Cope, "Professional Development in Institutional Research"; and Alfred Cooke, "Fiscal Retrenchment."

A committee has been set up, with Mary Corcoran as chairperson, to review the direction of *New Directions for Institutional Research* and the contract with Jossey-Bass. We welcome the input of the membership to this committee concerning this publication.

3. *Newsletter.* Douglas Mathewson is continuing as editor of the newsletter. This year has seen an emphasis on issues relevant to the professional development of association members. You are encouraged to contact him on activities of note, such as those of regional and other special interest groups.

4. *Professional File.* One article, "Organizing for Institutional Research," by John W. Ridge, has already been published, and two more, "Formula Budgeting" by Francis M. Gross and "The Impact of Information Systems" by Laura E. Saunders, will be issued this year. Richard R. Perry, the editor, is interested in hearing from members who are willing to share their insights on institutional research methodology and operations which have promise for utility in a number of institutional settings.

5. *Research in Higher Education.* Under the leadership of Charles F. Elton, editor, and with the help of Paul Hoeber, APS Publications, the journal has continued its steady growth of about 6% per year. Cameron Fincher continues to inform us of special topics of interest "Between Forums" as the AIR associate editor.

New Publications. The *Memorandum to a Newcomer to the Field of Institutional Research* is being replaced by two new monographs. Joe Saupe is developing a document on the roles and goals of institutional research, and Joseph Sutton is developing a companion monograph on resources available for institutional research. Work is progressing on these documents, and they will be provided to the membership before our next Forum.

Other Activities.

1. *Research in Progress.* Members of the Publications Board have met with Jonathan Fife of ERIC. Discussions continue on the feasibility of developing and distributing a publication about research projects which are in progress.

2. AIR Discounts. AIR members continue to be eligible for discounts on the AAHE-ERIC *Research Report* series as well as our own publications.

Board Members. Gerald W. McLaughlin (chair), Alfred Cooke, John A. Lucas, Marilyn McCoy, Marvin W. Peterson, and Joan S. Stark. *Ex-officio members—editors:* Mary E. Corcoran (Forum Publications), Charles F. Elton (Research in Higher Education), Douglas A. Mathewson (Newsletter), Richard R. Perry (Professional File), and Marvin W. Peterson (New Directions for Institutional Research); *—associate editors:* Cameron Fincher (Research in Higher Education) and Paul Staskey (Forum Publications).

Appendix O
ANNUAL REPORT OF THE LONG-RANGE PLANNING COMMITTEE (brief)

(This appendix is an abbreviated version of Appendix P.)

Appendix P
ANNUAL REPORT OF THE LONG-RANGE PLANNING COMMITTEE
Frank S. Black, Chair

General Charge. To explore the future purposes, directions, and structure of the Association.

Specific Committee Objectives for 1978–79. To survey the opinions of the membership as they relate to the future of the Association.

Committee Activities. The activities of the Committee for 1978–79 were solely related to the production of the Long-Range Planning Survey Report. Specifically, they included its dissemination, collection, analysis, write-up, and presentation to the Executive Committee.

Objectives Accomplished. The results of the Long-Range Planning Survey were reported to the Executive Committee at its November 1978 meeting. It was also discussed at the committee's January 1979 meeting.

Introduction. The Long-Range Planning Survey Report is part of a continuing effort by The Association for Institutional Research (AIR) to provide its membership with a meaningful opportunity to engage in the planning process of the organization. It is the first survey of this nature in the history of the Association.

Historically, this survey can be traced to the 1975 Executive Committee. It established the Long-Range Planning Committee (LRPC) and charged it with the responsibility to explore the future purposes, directions, and structure of the Association. With these purposes in mind, the Long-Range Planning Committee elected to survey the opinions of the total association membership.

Procedure. The survey instrument was developed by the Long-Range Planning Committee through extensive committee discussions and informal sample polling of the opinions of the membership by various committee members. Also, input relative to the format and administrative process of the instrument was solicited from the membership at the 1977 Forum Annual Business Meeting, and its final draft was approved by the Executive Committee. Specific survey questions were, therefore, formulated from the broad areas of information need as expressed by the Association.

Twelve hundred questionnaires were mailed on November 30, 1977, to the active AIR membership, based on an available list of addresses furnished by the Executive Office of the Association. A return rate of 30%, or 345, was achieved as a result of a follow-up postcard reminder. Because of the limited return rate and the large number of "no response" responses on many of the items, the Long-Range Planning Committee was very cautious with its interpretation of these data. When reading this report, one is encouraged to be equally as cautious. Nevertheless, much has been communicated as a result of this survey, and the Planning Committee is confident that the Association can make valid judgments about membership feelings and aspirations for the organization.

Data Analysis. Survey data were analyzed both by computer and manually. Those data which were structured to permit computer analysis were analyzed at Southern Illinois University. The membership was invited to comment on any aspect of the Association at the end of the questionnaire. These results were analyzed manually because of their limited number and unstructured content.

Conclusions and Recommendations.

1. Structure.

A. For the near future, the membership does not support any change in the organization structure (US/CA organization with no subdivisions) of the Association. But by 1988, a structure more representative of regional, geographic, and special interest groupings is desired.

> AIR should retain its present organization structure for the near future. However, it should begin immediately to explore alternative structures for providing the membership with an organization model which is structurally more representative—regionally and geographically. This process should also consider how special interest groups might best be structured within these models or as an independent model.

B. It is highly unlikely that the membership would support a merger effort at this time.

> It should not consider any merger activities at this time; however, if, in the future, a beneficial merger possibility should appear, it is recommended that the membership again be polled for its opinion.

C. The membership desires formally structured interest groups within AIR. However, it is not sure what precise form they should take.

> AIR should undertake steps which will result in formally structured special interest groups by 1983. But additional attempts to get the perceptions of the membership as to the form these groups should take ought to be taken prior to changing the present policy. Perhaps better results might be obtained by surveying a more selective sample of the membership.

D. AIR members desire the opportunity to affiliate with state, regional, and provincial IR groups. They also think AIR should be willing to support these groups by providing them with various types of service.

> AIR should continue to vigorously promote and encourage state, regional, and provincial institutional research groups with a viable affiliation policy. Such regional structures should be nurtured through logistic support such as special session opportunities at the national Forum and the AIR newsletters.

2. *Programs and Services.*

A. The data indicate that the Association should take a leadership role in the professionalization and development of institutional research as a discipline by 1983. However, the establishment of standards for professional development is definitely not favored. There appears to be less resistance to the setting of standards by the Association if done ten years from now, but there is also less support for the involvement of the Association in professionalization activities at that time.

> AIR should take a leadership role in the professionalization and development of institutional research as a discipline but should not attempt to set standards of professional development. In view of the lack of guidance provided by the survey results, perhaps the Association should plan a session at the Forum at which time further input from interested members, including reasons for opposition, can be solicited.

B. Research information and publications, training, and placement activities appear to be the services most desired by AIR members.

> The Executive Committee should continue to promote the dissemination of research information and the development of training opportunities for women and new members of the Association.

3. *Membership.*

A. It would seem that the membership is highly committed to an open membership policy with a minimum of membership and voting constraints. This probably is a result of the varied backgrounds of the existing membership.

> The Association should continue to pursue an open membership policy.

B. All forms of postsecondary membership categories are desired by the Association, but individuals memberships are the most favored.

> It should proceed with the establishment of postsecondary membership categories for individuals, institutions, and organizations. However, individuals, institutional, or organizational association membership below the postsecondary level should not be pursued without soliciting additional opinions from the membership. Perhaps the Association should plan a Forum session to explore the problem with elementary, middle, and secondary school personnel as members.

C. Regular membership classification is desired for all members of AIR, regardless of nationality.

> Regular membership classification should be extended to all persons wishing to join AIR.

D. Within the immediate future, a membership size of 1501–2000 is preferred; however, there appears to be some interest in growth beyond these limits by 1988.

> AIR should continue to actively recruit members and should not place any upper limits on its current membership recruitment efforts.

4. *Finance.*

The overwhelming result in the finance section of the Long-Range Planning Questionnaire was that respondents did not answer the two items regarding fee level or assessment mechanisms and financial support proposals. The high percentage of "no replies" makes any conclusions drawn from these data highly suspect. Some of the reasons for the lack of response may have been related to the open-ended nature of the items and the location of the questions at the end of a relatively long questionnaire. Also, AIR members who do not support the concept of institutional membership may have refused to speculate about how such a system might be financed.

> Presidents and/or governing board members of institutions of higher education and other relevant organizations should be surveyed concerning their perceptions of what forms institutional and organizational fees and assessment mechanisms might take.

5. *Governance.*

The membership is content with the present Association governance structure.

> The present governance structure of AIR, as defined in the Association's

constitution and by-laws (April 29, 1976) should be continued for the next five years.

6. *Invited Comments.*

The quality of programs and services offered by AIR seems to be a major concern to some Association members.

When engaged in Association planning, AIR should consider the potential impact of its decisions on the quality of its programs and services.

Committee Members.

Frank S. Black (chair), Adrian Harris, Loren B. Jung, Robert I. Lewis II, Larry H. Litten, Mantha Vlahos Mehallis, Glorida D. Scott, and Denise Strenglein.

(Note: The entire Long-Range Planning Survey Report is available from the AIR Executive Office.)

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